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MARCH, 1919

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Contents

PAGE	PAGE
KEEPING UP THE CHILDREN'S INTEREST DURING SUMMER <i>Frontispiece</i>	STILL MORE MEMORIAL LIBRARIES 170
EDITORIALS 137	PUBLICITY FOR LIBRARIES 171
Helping the vocational education movement	WHY CATALOG?— <i>Mary Prescott Parsons</i> 173
Training leaders for democracy	WHY THE VILLAGE NEEDS BOTH PUBLIC AND SCHOOL LIBRARY 175
More adequate recognition of librarians	THE SPIRIT OF CATALOGING.— <i>Evelyn May Blodgett</i> 176
Americanization work at New York Public Library	ECONOMY IN LIBRARY ADMINISTRATION 179
The new bureau of National Library Service	PRICED LIBRARY BULLETINS AND THE POST OFFICE REGULATIONS 180
Mr. Redstone appointed Massachusetts State Librarian	THE ANNUAL REPORT OF THE LIBRARIAN OF CONGRESS 182
HERE IN THE LAND OF PROMISE.— <i>Marion Horton</i> 139	THE SOVIETS TAKE STOCK OF RUSSIA'S SCHOOLS, LIBRARIES AND MOVIE HOUSES 184
THE LIBRARY'S PART IN CHILD WELFARE WORK.— <i>Elva L. Bascom</i> 143	GRADUATE TRAINING FOR COLLEGE LIBRARY ASSISTANTS 185
USE OF THE LIBRARY IN THE JULIA RICHMAN HIGH SCHOOL.— <i>Katherine M. Christopher</i> 146	CENSORSHIP BOARD LIFTS BAN ON FOREIGN MAGAZINES 186
HIGH SCHOOL LIBRARY WORK IN QUINCY, MASS.— <i>Anna L. Bates</i> 149	THE NATIONAL LIBRARY SERVICE OF THE DEPARTMENT OF EDUCATION 187
AMERICANIZATION IN THE LIBRARY.— <i>Illustrations</i> 152	LIBRARY ORGANIZATIONS 189
A NOVEL EXHIBIT.— <i>Emma A. Grady</i> 154	American Library Association
HIGH SCHOOL LIBRARY EXHIBIT AT THE UNIVERSITY OF ILLINOIS LIBRARY.— <i>Mary E. Hall</i> 155	District of Columbia Library Association
GETTING FILMS FOR SMALL CHILDREN.— <i>Vera J. Snook</i> 157	Rochester District Library Club.
MACAULAY: A MAKER AND USER OF LIBRARIES.— <i>Marie Amns Newberry</i> 159	AMONG LIBRARIANS 191
ASBURY PARK CONFERENCE 163	IN THE LIBRARY WORLD 192
LIBRARY WAR SERVICE 164	LIBRARY WORK 193
Library War Service organization	BIBLIOGRAPHICAL NOTES 195
Revised educational program overseas	RECENT BIBLIOGRAPHIES 196
Progress overseas	THE OPEN ROUND TABLE 198
At the El Paso Library Station	LIBRARY CALENDAR 198

Classified Index to Advertisers Appears on Page 15 of the Advertising Section

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THE LIBRARY JOURNAL

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No. 3

THE reconstruction work in this country, which faces us with demobilization, centers chiefly in vocational education, which will give the able-bodied men a better chance for better work, and the wounded and blinded opportunity to earn a living in specially developed fields. The A. L. A., thru its book purchases and library service, and the Y. M. C. A., thru its educational lectures, are throwing their whole souls and best efforts into this noble work, and home libraries are showing themselves happily responsive. The cause of vocational education is not merely an army problem; and the whole nation is awakening to the need in the nation-wide field. Splendid work has been done by the A. L. A. in selecting books for vocational education; so many books have been purchased that many titles are out of print, and where the cost and conditions of printing make immediate reprint out of the question, as is the case in many instances, other titles have promptly been selected to fill the gaps. Every public library, every high school library, and every library school should furnish itself with the full line of these carefully selected books, the first for general public use, the latter for the training of their students as they go out into the field in which vocational education will be an intensive work for the next ten years. It is to be regretted that just as these new and splendid opportunities are opening before our librarians, municipal economies and the reduction of budgets have required the closing of branches as in the Newark Library system and the Bond Street Branch in New York.

THE high school and normal school are the educational laboratories where the necessary preparation for vocational educa-

tion can best be worked out. More and more they are assuming this function, and are thus coming to recognize the importance of having good libraries and skilled librarians to bring pupils into touch with the books that make for progress because they help to direct men to their best work. The teacher in these schools, kindled with this new thought of service, can kindle in the thought of pupils the new ideals of life and work. The leaders must still lead, if the world is to be kept safe for a true democracy, and the safeguarding of the interest of all is to be found only in a world which recognizes that educated men and women form the dominant mass of the people, as against selfish interests on the one side and demagogic despotism on the other.

THE vocation of the librarian is not less a teaching vocation, and the library school has become one of the most important of vocational schools. Like the normal school, it teaches the teachers. There has been difficulty in recruiting in this field because the pay of library assistants has ruled below the pay of teachers, who are themselves underpaid, if their service to the community is rightly estimated. There is a compensating advantage in the fact that no professional schools have been so sure to place their graduates in immediate earning positions; indeed, it is an exceptional case in which a library school graduate is not sought for immediately on graduation. In the process of readjustment, it is to be hoped that the position of the teacher and the librarian may be more fully appreciated and more adequately rewarded in pay, so that these high callings may not suffer as any calling must suffer which is not recognized in money terms, however great may be the moral reward of its work.

THIS fitting the man to be fit for his best work should be foremost in every Americanization plan. There is a pathetic story of an Italian wood-carver who carved a wooden newell post in a New York tenement house into beautiful shape as a labor of love and was promptly turned out by the landlord for defacing the woodwork. The purpose of vocational education and of Americanization is to lift every American man or woman, boy or girl, to the work which that person can best do, and especially to help every immigrant who comes to us to like opportunity. Mr. John Foster Carr's Immigrant Publication Society has been doing splendid work in these fields, and a pamphlet which it is issuing, "Exploring a neighborhood," by Miss Mary Frank, superintendent of the Extension Division of the New York Public Library, the substance of which has been heard in library schools, is an admirable example of how neighborhood help can be extended in this direction. It deals with conditions on the New York east side, but should be read and heeded by every librarian. We have come to know that close study of a community and of the individuals who make up this community is the only safe basis for good community work thru both libraries and schools.

THE Division of Educational Extension of the Bureau of Education has taken over from the Federal Food Administration the periodical *Food News Notes*, which had been of valuable service to libraries, and transformed it into the *National Library Service*, thru which Miss Guerrier, who impressed librarians thruout the country with the value of her services for food conservation, will continue to inform the libraries as to government activities, which libraries may usefully represent to the people. The first issue gives useful library material, and for the second, there is promise of a general statement as to the many and mystifying activities of the several federal departments, bureaus and divisions

which furnish counsel or information of which the public libraries should be the channels to the public. This ought to be a real service. Further than this, there is indication of an intention to create a library extension service thruout the states and to furnish bibliographies and other library information in the general library field. It would be a misfortune if this should mean a new library organization, not in co-ordination with existing library organizations and periodicals, and particularly with the work of the several state commissions and their organs. We have often pointed out the danger of duplication and waste of bibliographical and other work, and any new agency, particularly with governmental resources or endowments behind it, should be careful not to enter into fields already occupied and cause further duplication. This it is to be hoped will be avoided by the *National Library Service*, whether as a periodical or as a new federal ramification.

GOVERNOR COOLIDGE of Massachusetts, in appointing a new State Librarian, the third within two years, is entitled to credit for naming a person whose record and experience eminently qualify him for the work, tho he has yet to be tested as to the executive qualifications for fulfilling the large opportunity which this important post gives. Mr. E. H. Redstone had been an associate of Mr. Belden at the Social Law Library and later became its librarian, and it is fairly to be hoped that he will continue in the new post the fine record of State Librarians Tillinghast and Belden, which was interrupted by the brief stay of the two gentlemen who have successively resigned the post—in both cases for personal reasons—without making full test of their efficiency. Altho the Massachusetts State Library is largely one for legislative reference the post of Massachusetts State Librarian is one of great potential usefulness in a state which has done so much to uphold library standards and insure library progress.

HERE IN THE LAND OF PROMISE*

BY MARION HORTON, *Acting Principal, Library School of the Los Angeles Public Library*

I have been asked to speak of the personal relation between the librarian and her high school public, and my text is taken from Ernest Poole's novel, "His Family." Isadore Freedom is in charge of a branch of the New York Public Library in the ghetto. He came from Russian Poland where he began to learn English. The first word he learned was "freedom," and in New York he changed his name to that very solemnly by due process of law, altho to change his name cost seven dollars and he had only nine in the world. At that time he was working in a sweatshop and went to night school five nights in a week, reading after school closed until one or two in the morning. When he had learned a little English he began to work in the library. Here he made enough for his needs, so he put money out of his thoughts and lived for education in freedom.

He described his library to the visitor. "I want you not to see this library alone. While you look you must close for me your eyes and see other libraries, many, many all over the world. You must see them in big cities and in very little towns to-night. You must see people, millions there, hungry, hungry people. Now I shall show you their food and their drink." On the shelves he pointed out fiction, poetry, history, books of all the sciences. "They read all, all!" cried Isadore. "Look at this Darwin on my desk. In a year so many have read this book that it is a case for a board of health. And look at this shelf of economics. I place it next to astronomy. And I say to these people 'Yes, read about jobs and your hours and your wages. Yes, you must strike, you must have better lives,—but you must also read about the stars—and about the big spaces—silent—not one single little sound

for many, many million years. To be free you must grow as big as that—inside of your head, inside of your soul. It is not enough to be free of a czar, or a kaiser, or a sweatshop boss. What will you do when they are gone? My fine people, how will you run the world? You are deaf and blind, you must be free to open your own ears and eyes. To look into the books and see what is there—great thoughts and feelings, great ideas! and when you have seen, then you must think—you must think it out every time! That is freedom!' . . . You see there hungry people—more hungry than men have ever been. And you see those books upon the shelves, and you know when they come together at last, when that power to think as clear as the sun comes into the souls of those people so hungry, then we shall have a new god for the world. For there is no end to what they shall do."

In the high school library we follow Isadore literally and figuratively. We shelve the 330's under the 521's and make other combinations quite as unorthodox, but it is when we follow him in spirit that we get the most tangible results.

In the high school we have some students with Isadore's passion for print, and we know there are others who can hardly comprehend it. I myself read a telephone directory or a time table greedily if there is no book at hand. But there are dozens of people who find tennis or embroidery or the movies a perfectly satisfactory substitute for reading, or even a more interesting occupation. And it is the most delightful game in the world to meet these boys and girls in the library and learn what it is they really like to do best and relate the dominant interest to books.

When we say high school library we have visions of a beautiful room made more beautiful by flowers and pictures and orderly rows of books, a quiet haven

* Read at the meeting of the California Library Association, June 19, 1918.

where discipline is unknown and even the baseball captain browses. We think of the cosmopolitan character of the student body, part of the students with D. A. R. ancestry and all the refinement and literary taste that may go with it, and another part much more picturesque—the Japanese and the Filipinos, and the Portuguese, Scandinavians like Esther, whose mother lived near Hamlet's castle at Elsinore, Greeks like Daphelo from the isles of the Aegean, Italians like Elodia, who went swimming in the Adriatic on the Venetian holidays, Russian Jews like Sonia born inside the Pale, some omniverous readers asking for a suggestion of a book to read, and others honestly admitting like Joseph, "You know, Miss Horton, I ain't got what you might call an awful thirst for readin'." We can meet Joseph frankly by suggesting books as a mere amusement. Everyone sees Tom Sawyer or David Copperfield in the movies. "Do you know, Joseph, that that story came out of a book? You might read it just as it was written, and you might find another story you would like just as well."

There are certain obvious points of contact between the high school librarian and the public. At the beginning of the year we like to have the freshman reception in the library. The chairs and tables are taken out and refreshments brought in. The upper classmen devise games, perhaps with a literary flavor, to entertain the new students; everyone dances to music from the victrola. From that day the freshman feels at home in one part of the big school, and the librarian has begun to know the boys and girls.

Most schools now require the reading of a certain number of books each semester in addition to the texts studied in the English classes. The lists and methods vary in different schools, but one plan that has proved successful is to have fifty books listed for each semester, ten stories, ten books of adventure or travel, ten plays and poems, ten books of biography, ten of vocational interest. The teacher requires the class to read a

book from any group, or perhaps one from each group during the semester, and to give some kind of a report to the class, as much to stimulate the others to read it as to prove that he has actually understood what he has read.

To avoid the mad rush for the volume of synopses in Warner's Library of the world's best literature just before book review day, we introduce variety and spontaneity into the reports. Sometimes they are written on criticism slips like those used in the Los Angeles Library, and after being read in class they are filed in a **catalog tray** in the library next to the dictionary catalog, where everyone can read them. This gives the whole school an opportunity to see what their fellow students read and enjoy.

Dramatized book reviews are great fun. I remember six freshmen who reviewed the Comedy of errors. They had no particular qualifications for this play; no one was at all like anyone else, except that the two Dromios had defects of speech,—one was long and lanky and lisped and the other was a roly-poly little fellow who stammered. But they were dressed alike in green chitons that had survived the last senior play, and made the library a real Ephesus each night after school for two weeks before book review day.

When the student has read a book on the required list he finds pasted in the back a sequence of authors and titles, with the heading: "If you have enjoyed this book, you will like to read some of these": We have never been able to make enough of these ladders for older boys and girls, or even to make lists that would satisfy everyone. This is a sample to be put in Singmaster's Emmeline:

Fox, Little Shepherd of Kingdom

Come.

Churchill, Crisis.

Andrews, Perfect tribute.

Johnston, Long roll.

Washington, Up from slavery.

The theory of these sequences has been discussed admirably by Miss Burnite in an article in *Public Libraries*. The Cleveland lists, "Books of adventure" and

"Tales of valor and romance," and the latest vacation lists of the Los Angeles Public Library show what can be done with children's books, and some day we shall have many such lists for high school students.

Another interesting device was carried out to perfection in the *Branch Library News* of the New York Public Library for January, 1918, when Mr. Pearson gave entrancing quotations from books everyone should know without mentioning author or title, but stimulating the reader to find it for himself. We do this in the librarians' weekly column in the school paper. Of course, we do something different each time. Sometimes the column is headed "Have you ever read," and introduces a thrilling extract with these words: "Here is a fascinating story by one of America's greatest novelists. 'Can't you feel the wind in the old corridor? Someone has left the door open into the corridor. You must hold your breath, to satisfy yourself whether he breathes at all. It is quite inaudible. You hear the ticking of his watch; his breath you do not hear, and yet the judge cannot be asleep. His eyes are open! Fainter and fainter grows the light. It is as if another handful of darkness had been scattered thru the air. Now it is no longer grey but sable. The features are all gone; there is only the paleness of them left. And how looks it now? There is no window! There is no face!"

"If you want to know why the judge did not move read the rest of the story. It is waiting for you at the library."

Sometimes we print part of a theme that one of the students has written about books or reading; or notes on the new books; or the librarian is interviewed by a reporter. "What is the effect of the war on reading?"; or, "Do children believe in fairies nowadays?" It is really better to be interviewed than to provide the columns written for the paper. It makes the reporter think and quote accurately, and makes the librarian say the most clever things. It is strange

how much more brilliant one's remarks are when they are written up!

In all this we are using the same methods that are recommended in suggestive salesmanship. You have read in *Publishers' Weekly* the prize essays in which clerks in book stores tell how they sold twelve books instead of one to a purchaser simply by following the trend of his tastes and suggesting books to him that he was eager to know. In our first talk to the students on the use of the library we say, "The more things you like to do, the richer you are, and if you know what to read it will make everything you do more interesting." I think it was Paul Elmer More who paused in his university teaching and writing for the *Nation*, to teach in a high school. Afterward he described his experiences, and especially his astonishment at the wide range of interests of the average human boy and the multitude of facts he concealed from the casual eye. So just as Isadore Freedom gave his readers books on strikes and also books on stars, we try to see that while the students have everything they need in their daily work, they see other books and dip into them at least.

Each night after school when the rush of charging three or four hundred books is over, groups of boys and girls stop to talk about what they are really interested in. Sometimes it is connected with lessons, as when the freshmen rehearse their Comedy of errors, sometimes it is the meeting of one of the clubs, the Science seminar, or the Art club, or the Storytellers. Perhaps half a dozen enthusiasts are pasting pockets and making book cards for the new books and talking about them as they work. Perhaps a debate is in preparation, or the discussion around the charging desk becomes an informal debate on the potential power of the fourth dimension or the sources of Irish folk lore.

All the departments of the school might be described to show how the library does more than provide the 330's, how it goes the second mile, so to speak, in giving the students books about the

stars. I want to describe two typical aspects.

For the history classes we have as a matter of course books and periodicals, pamphlets and government documents, stereographs, pictures, and lantern slides, to supplement the text book. We try to make the history of each country really live for the student. The material is in most libraries, or can be acquired (often "free or at small cost") and the point is to let the teacher and student know about it at the one moment when it will be valuable. The costume of Arnold von Winkelried when he flung himself on the spears of the enemy is of vital importance at one moment and the reason why string beans are the lean meat of the vegetable kingdom at another. In each case the school knows that the library holds the answer, knows too that the librarian enjoys finding it.

We almost fancy that the library makes the laws of our miniature republic; certainly it creates public opinion in the week when Congress meets. These are the stirring days at the end of the semester when the high seniors become the Senate and the low seniors the House. We have only two parties, the Modernists and the Liberals, but their platforms have all the best planks of all the ages. The campaigns have their crucial moments when the Liberal orator in the Assembly Hall begins his speech to a crowded house and sees his audience silently slip away lured by the band and the torchlights of the Modernist procession outside. But after the election of the president, vice-president, and speaker more serious business begins.

Each senior must submit an original bill, and original they are. The form is easy enough to get in the library, but

the substance, and reasons for and against are matters of grave importance. When the law maker knows that the opposition is ready to pounce on the slightest inconsistency he goes deeply into the single tax or compulsory military training before he frames his bill. And the whole school is shaken to its foundation when the Modernist cause is threatened, and Speaker Gillies is compelled to resign because of the pressing claims of solid geometry.

Home economics gives another example of the library's influence. We had Farmers' bulletins, of course, books on textiles and exhibits from manufacturers showing the process of making silks and gingham, flour and cocoa. Then we began to collect recipes from the children of foreign parents—pilaffe, ravioli, enchiladas, Japanese rice cakes and a dozen others. These were collated by the cooking class, their carbohydrates and proteids measured with more than ordinary interest. But the real climax was not in the cooking, delectable as that was, but in the by-products of the interest the parents took in the plan, their reminiscences of days in the old countries and the greater respect the children gave their families. Best of all, one Greek woman who could hardly speak English and had never seemed to care about the school work of her children, came to the school to talk to the librarian, because she was afraid that her daughter might not have given clear instructions for the making of pilaffe.

This is Americanization, perhaps, but it is something broader too—the library is becoming the heart of the school and at the same time the heart of the community.

APROPPOS of "stagnucks," the Cleveland *Plain Dealer* tells this: "A young girl came into the library in quest of a book. She couldn't remember the name of it, but it was a story of a young man who was brought up by the monks. The libra-

rian tried her with 'The Cloister and the Hearth,' 'The Monks of Malabar,' 'Friar Tuck,' and 'Monastery Bells.' Then he cross-examined her and found that she wanted 'Tarzan of the Apes'" by Edgar Burroughs.

THE LIBRARY'S PART IN CHILD WELFARE WORK

By ELVA L. BASCOM, in Charge of Library Co-operation, Children's Bureau, Department of Labor

We frequently hear the remark that the war has clarified our vision, sharply differentiating the essentials from the non-essentials of life and emphasizing those factors that are of highest value to civilization and the race. The recognition of the value of the child and the importance of safeguarding his interests followed quickly on the heels of the war in England, France and Germany. For example, England, whose legislation we have been able to follow most closely, so increased her protection of mothers and babies that she had in 1916 the lowest infant death-rate in her history. On the other hand, exemptions to child-labor laws were so general, under pressure of furnishing war materials, that the exploitation of child-life was great. The government is now abolishing these exemptions in an endeavor to recover these children so far as possible and return them to a normal life. In August, 1918, an act was passed by Parliament which gives to local authorities power to undertake and finance comprehensive measures for safeguarding the health of mothers and of children under five, by providing hospital treatment, lying-in homes, home helps, provision of food, crèches and day nurseries, and homes for children of widowed or deserted mothers and for illegitimate children. Fuller facilities for education, for occupational teaching, and for physical training have also been provided in the new education act.

Impressed by England's experience and example, and with the intent of preventing the irretrievable waste of child-life that the war was sure in time to bring to this country under existing conditions, the Children's Bureau of the U. S. Department of Labor decided to make the second year of our participation in the war a "Children's Year," during which great effort should be made to increase the care and protection given mothers and young children; to save 100,000 of the 300,000 children under five years of age who die yearly; to work for the home conditions that are essential to keeping older children in the

home—such as adequate living incomes, family allowances for soldiers' families, and mothers' pensions for civilians; to demand enforcement of all child-labor laws and full schooling for all children of school age; and to increase facilities for the play of children under proper conditions.

It was an ambitious program, but with the able co-operation of the Woman's Committee of the Council of National Defense it met with a hearty response, and two campaigns have been already carried thru by the 17,000 Child Welfare Committees of the State Councils of Defense, with their membership of over 11,000,000 women. It is impossible to estimate the educational influence of their activities, and as yet it is too early to summarize the actual results of their work. The fact that over six and a half million record cards were furnished by the Children's Bureau for the weighing and measuring tests, which were mostly confined to children under six, gives a slight indication of the extent of this particular campaign. Many libraries have been co-operating in the work of these committees, furnishing not only literature on child-hygiene subjects but in many instances the use of library rooms, and sometimes the aid of staff members, for the weighing and measuring tests and later during "Patriotic Play Week" and the "Back-to-School Drive."

The slogan chosen for the opening of Children's Year, Apr. 6, 1918, was, "Save 100,000 babies and get a square deal for children." The first half of it was to be accomplished within the limits of the year, and it should be possible, for of the 300,000 children under five years of age who die each year, medical authorities assert that not one-third but half could be saved with proper care. But a "square deal" for the nation's children is not possible of realization in a year or even five years, however perfect and effective the team-work may be among the many organizations that are working for the welfare of children in one way or another. It is for participation in this work that the Bureau appeals to the librarians of the country. It will be a dif-

ferent sort of campaign from the food conservation campaign, for the primary object will not be to accomplish certain definite results in a limited time so much as to prepare in every way possible for a continuous battle against the forces, in society and industry, and even in the home, which are destroying, weakening, or maiming our children.

It is natural, in looking about for the agencies which are to be interested in the great work of child-saving and protecting, to say, the libraries must be utilized. They are always awake to the interests of the child. They walk hand in hand with the schools; in fact, the librarian in the small community is often closer to the child and the mother than the teacher. She sees the effects of bad living conditions, ignorance and too early labor or overwork. If she is fortunate in her length of service, she sees the youth when he is a boy and later a young man, and in serving him recognizes the unjust handicaps that are heritages from an unfortunate childhood.

But the librarian's advantage does not end here. It is in her power to be a partner with the mother and a right-hand aid to the nurse, doctor and social worker thru the printed material she can furnish them. Only a comparatively few years ago there were no good books for the mother on the care of the child. Many mothers had to be content with a chapter or section in a large "household book," filled with a heterogeneous collection of dubious information, under the application of which the baby lived or died according to the zeal or judgment of the mother, the baby's degree of pertinacity, or the interference of doctor or nurse. Today the situation is very different. There are now good books suited to the needs of mothers of all grades of intelligence, good pamphlet material on practically every phase of her problem—many in the languages of our foreign mothers—charts, models and slides to give information which can be more easily grasped in these graphic ways, and in some states lecturers and demonstrators available at little or no expense.

In order to appreciate what a fine service she can give in this warfare, the librarian needs only to read over the "Working

Program" for Children's Year (Leaflet no. 3), with its "Community questions" and "Work to be done" under each heading. Those who have been actively interested in this program have no doubt already tested their collection of material with relation to the subjects its covers; and in some instances have probably found that it yielded little or nothing. For example, the first and second aims call for good books or pamphlets on the following subjects:

The physical care of mother and child—prenatal and postnatal.

The value of public-health nurses, and how they may be obtained.

The need of birth registration.

The work of clinics—for the mothers, for well babies, and for sick babies.

The need for county hospitals, to serve the needs of rural mothers.

Pure milk and its supply.

Child health conferences and how to conduct them.

Diet for the growing child.

Many libraries have found it difficult to provide accurate, up-to-date material on these subjects because much of it can be obtained only in bulletin or pamphlet form.

The seventh aim, relating to child labor and school attendance, requires the state laws and their exemptions; the provisions for enforcing the laws; reports of enforcing officers as to violations; the list of occupations open to children and list of those considered dangerous or harmful; number of children in the state or area under discussion; number of these children in industry and number in school. How many librarians can furnish these documents? Not the majority certainly, and yet the important matter of whether or not a child should be allowed to work instead of getting an education cannot be discussed intelligently in any locality without the possession of them by some one.

A bibliography of child welfare is now being distributed free to libraries by the Children's Bureau, as a part of the library campaign it is conducting. It furnishes annotated lists on the subjects of health and hygiene of mother and child, infant and maternal mortality, management and training of children, recreation, treatment

of dependent, delinquent and defective children, child labor and its problems, public health, school hygiene, and home nursing. There are included a list of bulletins on the care of the baby, in twelve foreign languages, and one of available exhibit material. The selection has had the benefit of critical examination by experts in the several subjects, and as a result many books which have been looked upon by librarians for many years as standards, and found in practically all the lists issued by libraries, are conspicuous for their absence. Unless subjected to thoro revision, the value of any book over five years old dealing with the health and hygiene of children is open to question.

It is hoped that librarians will use this list in rounding out their collections, and at the same time will discard the old, worthless material which naturally accumulates, and which often furnishes to readers information that is no longer true and statistics that are lamentably antiquated. When a thoroly reliable collection has been built up, publicity work is in order to bring its usefulness to the attention of two classes of people: those who are in direct need of it, such as mothers, nurses (public-health, visiting, charity, school or private), visiting housekeepers, heads of baby clinics, doctors, social-workers, and home demonstration agents; and those people or organizations whose interest in the problems of child welfare is likely to lead to better conditions in the community and better laws in the state, such as civic improvement societies, mothers' clubs, woman's clubs in general, parent-teachers' associations, and the Civilian Relief Section of the Red Cross.

The publicity methods that have been used for driving home the necessity for food conservation are just as applicable to emphasizing the need of improved infant and child care: a special bulletin board, for which posters and charts will be provided, and on which special days and campaigns can be announced; a table for displaying pamphlets and circulars; wall charts and special exhibits where they can be hung or displayed; lantern lectures where a room is available; and the usual

advertising in clubs, schools, and newspapers. Some subject will be chosen each month for special emphasis; the first choice was naturally child labor, to take advantage of the interest aroused by Child Labor Day and the Back-to-School Drive. The second subject will be infant and maternal mortality—one in which every section of the country should take an interest since the United States has an inexcusable death-rate for mothers and babies and one that medical authorities assert could be cut in half with proper care. Material for the bulletin board and the shelves will be provided on these subjects as presented, and it is hoped it may arouse sufficient interest in some communities to incite to a definite, organized effort for reform.

The Children's Bureau recognizes the large service that a good library gives its people, and is anxious to strengthen the co-operation now already existing to some extent, and to extend it until every library that is in a position to serve its community effectively will feel that the Bureau is behind it in any work it may attempt for child welfare. In the campaign now starting much of the work will be done directly with the individual library, as being the simplest and least wasteful method, but state agents will have direct charge of the work in states having a library commission which can assume responsibility for it. The value of this intermediate agent is obvious. She (for so far they are all women) has a knowledge of the character, personnel, and book resources, and hence the possibilities, of the libraries of her state such as an outsider could not hope to acquire; she has at command the experience and knowledge of her commission co-workers; and on her visits through the state she can aid the librarian in adapting the work to suit local conditions, thus securing results far more valuable than the general suggestions from a central office could possibly inspire.

BOOKS

WHAT is a great love of books?

It is something like a personal introduction to the great and good of all times.

—JOHN BRIGHAM.

USE OF THE LIBRARY IN THE JULIA RICHMAN HIGH SCHOOL LIBRARY

By KATHERINE M. CHRISTOPHER, *Librarian*

It has been said that to make a school under the most primitive conditions, the only things necessary are pupils, a log on which to sit and a teacher. Upon examination the picture thus called forth by the imagination presents the rudiments of an ideal situation. The students are eager to learn or they would not come; the teacher is not held down by any conventionality of equipment or method, and has to use his ingenuity in devising means of carrying out his instruction; for cover over their heads the blue dome of the firmament surpasses anything that hand of man can fashion.

Similarly a library can be put into operation under almost the same primitive conditions even in the metropolitan city. The Julia Richman High School Library occupies a room twenty-six by twenty feet and started with 600 volumes, two tables; twenty-four chairs, a desk and a window seat, the gift of the first senior class. The nest egg of the library was Miss Richman's personal collection of 500 volumes, a gift to the school. These books have been restricted mainly to reference use, for they are the prized treasure of the school, and are not only for the present but for future time. Their selection bespeaks the famous educator's interest in vocational subjects, and several books have the added interest of author's signature and friendly greeting. A volume of the *Blue Bird*,—the title adopted for the school publication,—which was Miss Richman's favorite drama, is especially interesting since it was presented to her by Mr. Winthrop Ames, and bears his signature, and the autograph of each actor who appeared in the initial performance.

The book-plate of the school library, designed by the head of the art department, represents the sky line of New York, and contains the school motto: "She built her life in the City Wall."

From the first day that the library was opened, it has been crowded to its fullest

capacity, for the students who come to a commercial school are eager to learn, since an education to them is a vital thing, a bread and butter problem. The faculty of such a poorly equipped school of necessity will reach out and grasp any aid which will make their teaching vital. And what could be more helpful to them than the library with its storehouse of unlimited wealth?

The very crowded condition of the room which often requires that two girls sit on one chair teaches the priceless lesson of team work, for they will be obliged to work together quietly and harmoniously. The lack of books often leads to developing a student's initiative and originality. Recently three girls were each assigned reading from different pages in a certain book, and since the library only had one copy they settled the problem themselves. They placed the book vertically, spaced off their respective pages with their tablets, and quietly went to work even if the process was difficult and slow.

Besides administering to the spiritual and book side of the faculty and student's life, the library has been a help in many material ways. The sewing outfit for book mending is used in all kinds of emergencies by both faculty and students; the paste often performs many unwonted tasks; even the steel scratcher which is usually used for erasing ink was pressed into service one day to open the refractory lock of the piano; and a teacher once sent to the library for hammer and nails which it was able to supply. When theatricals were given in assembly, the library was turned into a dressing room, and, during the war, became a Red Cross workshop where surgical dressings were made after school hours.

Some classes, especially those in Industrial History and Civics, which require the laboratory method of study, were brought to the library at the beginning of the term for a recitation. Various topics were assigned and the books relative to the sub-

ject were assembled on certain shelves, for lack of space did not permit any exploring for material. By this means the pupils became acquainted with several books on the same subject and learned to judge an author's worth.

When magazines are received in the school, the librarian glances them over, to note articles of special value to certain departments, and calls the individual teachers' attention to them. Several times a list of the magazines on file, with annotations of especially interesting educational features have been given to each teacher.

The class studying periodicals was brought to the library to investigate the magazines on file for make up, comparative merit of stories, personalities, illustrations, contributors, etc. This lesson frequently introduces a student to a new field of literature. For instance, a girl who took out the *Atlantic Monthly* to study the Contributors' Column said, "I never knew before that magazines were so interesting."

Various classes made bibliographies on their subjects and when there was a lack of material in school, they extended their research to the Public Library. Frequently, they brought back books which they especially liked for the librarian to see, with the result that they were often ordered for the school library. The co-operative classes made various bibliographies on vocations and opportunities for women in business life; and any book which embodied a vocation in story form as Ferber's "Roast Beef Medium," or Jordan's "Mary Iveson's Career," circulated so constantly that they never reached the shelves.

Salesmanship classes had readings posted in the library on deportment, politeness, pleasant voice, etc., which lead to success in business. This study was followed by books on textiles and supplementary reading on salesmanship, and pamphlets on vocations issued by the Federal Board for Vocational Education.

USE OF PAMPHLETS AND PICTURES

A small library can greatly increase its effectiveness by supplementing its book collection by the addition of clippings, pamphlets, and pictures. Several copies of the Federal Reserve Act, published by the Guaranty Trust Company, were circulated

to the students in banking. Similarly, the classes in history, studying the government of Germany, were greatly assisted by the bulletin from the National City Bank which states the whole situation in an unusually clear form.

The teachers of stenography and type-writing made use of the Liberty Loan posters to teach centering and placing problems, and dictated for stenography from the pamphlet literature of the National Security League and Committee of Public Information Series.

The oral English classes used the clippings from the daily newspaper for recitation topics, and various speeches of President Wilson, particularly the Flag Day address, and others from the Red, white and blue series formed the basis for five minute speeches which were given in class each day to arouse interest during the Liberty Loan campaigns. Lists of required reading on the modern drama which were posted in the library, included several French dramas, which were optional, but if chosen were given special credit by the French teachers.

Classes in hygiene used the food posters which were hung in the library. Each student of this subject was given the various food bulletins as they were issued and thus carried Mr. Hoover's message home.

The gymnasium department has interested the girls in making a collection of dancing pictures which are used to illustrate posing and grouping, and these pictures also form a fine collection for costume illustration for school pageants.

The teachers of commercial geography use the daily consular trade reports for reference work on foreign trade conditions.

BULLETIN BOARDS

Classes in journalism have charge of a bulletin board called the *Julia Richman Daily News*. Editors are appointed by the classes who clip from several papers each day, and thus put up a representative edition according to their class study. The teachers of this subject bring the class to the library at least once a term, and study the newspaper from the bulletin when each student is required to contribute something for posting on an assigned subject.

The French bulletin was in charge of

students elected by the French classes who posted pictures of war orphans adopted by the French classes, photographs of Paris, original drawings sent out by the French government, war postals of Alsace-Lorraine, etc.

Industrial History students have kept up a bulletin to stimulate class interest. Recently they arranged a very interesting display in connection with the history of spinning and weaving, showing a distaff from Italy, flax, pictures of the spinner and weaver, and the November *Bulletin* of the Metropolitan Museum of Art which contains an illustrated article on "Ancient Greek yarn making." This material was also used for illustrative purposes in the classes studying Silas Marner.

The Book News Monthly, in charge of the English classes, included book reviews, publisher's notices, and the bulletins from the New York and Brooklyn public libraries. It was used by the students studying book reviews and for oral English topics.

STUDENT HELP

Some co-operative students, who work and go to school alternate weeks, have chosen to take their practice work in the library where there are many opportunities for practical work which will help them in business life, such as taking letters from dictation, typewriting, filing, accessioning, etc., under the librarian's supervision.

WORK WITH THE ANNEXES

The Julia Richman High School consists of the main building, where the library is stored, and six annexes, consequently it has been a problem to know how to extend library service to all. The teachers of some of the annexes drew out books from the Julia Richman Library for collateral reading in history and English which were circulated at a certain hour by a student.

Last year the librarian spoke in the assembly of each annex to interest the students in using the reference collection of the near-by branch library. The librarians were very willing to co-operate with the schools and called on the principals and teachers to find out their needs. As a result they reserved special shelves of reference books for the Julia Richman girls. This year the work of the extension division of the New York Public Library has

been carried to the annexes. Speeches were made in assembly by the visiting librarian and classes were taken to the branch library where a lesson was given in the use of books.

The Blue Bird, the school publication, always contains a Library Corner, in charge of an editor, and thus the annexes are kept posted on library items.

STUDENT CONTRIBUTIONS TO THE LIBRARY

A library which has added to its stores each year some of the students' own work is sure to have the human touch. The class studying Silas Marner made a very complete magazine on weaving, comprising its history, the manufacture, and use of linen. Prose and poetry selections, illustrations, etc., added to the attractiveness of the volume, a general favorite in the school. Another class made a business woman's magazine which includes both the prose and poetry of the business woman's life; while yet another studying vocations open to women visited speciality shops in New York, wrote up the results of their visits and the best were added to the vocational file. Another section studied the opportunities open to women in tea rooms and added their contribution to the files.

The commercial side of the school is represented by a series of letters written by a former student who has entered the bookkeeping field. She explains the practical side of the theory so clearly that they are used for assigned reading, and are perused with interest for they have the sympathetic point of view.

CLUB WORK

The librarian has conducted a literary club which is called "The Half-Hour Club" as the student agrees to read a half hour a day and the club's meetings only last a half hour once a week. Reports are given on readings and teachers and students have been in charge of the weekly program. Last year one member wrote a humorous one-act play depicting the events of the day in the library which was acted by the members for a Christmas program.

In these various ways the library has reached out to the different needs of the student and has become an "Open Sesame" for the one who has learned to use its storehouse of treasures.

HIGH SCHOOL LIBRARY WORK IN QUINCY

BY ANNA L. BATES

The slogan of the Quincy High School is, "Nothing is impossible." The superintendent of schools and the headmaster lay the greatest emphasis on ingenuity and resourcefulness, and they point with pride to what the pupils and the faculty have accomplished out of the material at hand—always out of the material at hand! Of course, there is such a thing as inculcating that principle too deeply, as I pointed out to the headmaster, when one of the pupils mended a torn magazine leaf with chewing gum. Nevertheless, it is this spirit which permeates the school which has made our library possible.

A year ago a sum of money came to the City of Quincy to be used for educational purposes other than those for which the city makes appropriation. The superintendent of schools and the headmaster of the high school at once seized upon this as the opportunity for establishing the school library which they had long wanted. Nothing daunted by the fact that the money must be spent for books and salary, not a penny for equipment, they proceeded to canvass their resources. There was no room for a library. The office was too small. Every room of every floor was full to overflowing. Even the assembly hall was used during nearly every period of the week for recitations or study. I think the headmaster must have stood in that hall and looked upward for inspiration when his eyes fell upon the balcony. Eureka! There was unused space. There should be the library. So he took out a few seats, knocked together some bookshelves, gathered up a few tables and chairs, derelicts of other departments, sought out a librarian, and complacently referred to Monday morning assembly to "Our Library." The librarian proceeded to do her best to justify that complacency, with a success not entirely unqualified, for pupils showed a remarkable

lack of appreciation of the literary character of the place. One new pupil stepped timidly over the threshold, then retreated, murmuring, "I was looking for the library." Another girl rushed into her home room just before the last bell and besought her teacher, "Please can I bring this book to *that place upstairs* so that woman won't be mad?" Such lack of discrimination might be pardoned in the young but it is hard when one's friend of mature years, happening to stand with her back to the book shelves asks, "Where is your library?" and another, after surveying the place says simply but expressively, "Well, well!"

Our problems of lighting and heating are not solved by any advice given in Stearns' "Library Administration" or in any other volume on the subject. The first we meet by keeping the electricity on all day. With the second we are still struggling. You will see our difficulties a little more graphically when I tell you that at one end of the balcony is the cold storage closet used by the domestic science department, and during the worst of the winter weather it is necessary to remove the more susceptible material and place it about the library, so a girl who goes to the shelves may be after a book or she may be after a dozen eggs.

Our money has given us a small collection of good books. We have done the best we could with equipment, lighting, and heating, but one thing most desirable we have not attained—the library atmosphere. I ask you as man to man how one can attain a library atmosphere in a balcony overhanging an assembly hall in which the following events take place: recitations, debates, lectures, rehearsals for dramatics, class meetings, practice cheering, glee club, chorus and orchestra rehearsals. In the recitations we are only mildly interested. We follow the debates and lectures more keenly. When senior dramatics are being re-

hearsed our books may be in our hands but our eyes are given over wholly to the stage. When the orchestra plays, "Over There" we hum—we can't help it! But when a senior class meeting is in session we desert tables and chairs and hang over the balcony railing. Alas for the library atmosphere! But there is another point of view as I learned from one boy's composition. He said, "As a general thing, I do not care much for libraries. There is something depressing to me in the quiet and the studious atmosphere and I am always glad when I close the door behind me and step out into the bustle and the sunshine of out-of-doors. But our library is different. There is always something doing up there."

Makeshift as the library is, its usefulness has far exceeded our fondest anticipations, for both teachers and pupils have entered so heartily into the spirit of getting the most possible out of it that its resources of literature, reference books, and magazines have been largely drawn upon by every department except one. For the mathematics department the library does little. Instruction in the use of reference books was given to the Freshmen last year, and this year we plan instruction for both Freshmen and Sophomores. Aside from the Junior Red Cross the war work of last year was largely of an individual nature and was taken up as events suggested, the Library contributing material for oral themes, outside reading, and current event classes, and endeavoring by the use of exhibitions and posters to impress upon the mind the importance of the Liberty Loan, the Red Cross and all the other drives. Our headmaster called us together early in the term and told us that there must be in every department concerted effort towards inspiring patriotism, inculcating ideals of citizenship, and spreading win-the-war propaganda. Each department head called a meeting to map out the campaign and courteously included the librarian among those present, and as a result I have in my memorandum a long list of "wants," and something else not in the book—something that I have looked forward to but dared

not expect so soon, a tacit recognition that the librarian is a member of every department of the school. I cannot tell you yet of the success of the departmental campaigns, for our enforced vacation has so broken up the school time that as yet only a few have really been entered upon. Of two only I can speak with assurance. One is the reading hour conducted by the members of the English department who are free on the last period on Friday and open to any pupil who has no recitation on that period. The readings are from stirring war narratives and war poetry. The second is the war alphabet which a very live teacher of commercial geography is making with a division of dull pupils who showed deplorable lack of definiteness in their knowledge of the catch words of the war. Once each week they take up a few of the most important words that they have seen in the newspapers and define them and record them in their alphabet, which reads something like this: A—Allies, Alsace, autocracy, armistice; B—Bolshevik, Balkan States; C—Central Powers, Czechs, and so down thru S—Scrap of Paper and Z—Zeebrugge. The War Encyclopedia, the atlas, and the war maps are constantly in use, and opportunities come to the librarian to gather a little group together to tell them bits from some narrative which relates to what they are studying and so introduce them to the war literature.

I might tell you more of the ordinary work done in the ordinary school library, for our work is much less unique than the library, but instead of that I take the liberty to digress from the topic assigned me. Speaking now, less from my brief experiences as librarian, than from my years of experience as a teacher, I most earnestly plead for closer co-operation between the public libraries and the schools and especially for the establishment of the school library as one of the best means of doing away with the two barriers, distance and inertia, which sometimes lie between the pupil and the public library.

Librarians realize the need, but they say "We can do nothing alone, the school men must first act." But did you follow that

policy when our training camps were opened? You were not wanted, yet you knew you were needed. You sought out the authorities, stated your case to them and obtained permission to enter on trial. You packed your boxes of books and sent them under charge of a librarian to a camp where he took up his quarters in any available corner of Red Cross room or Y. M. C. A. hut. He competed with piano, victrola, pool table, and other forms of amusement and won out, and now the training camps are yours. Knock as insistently at the school room door and it will open to you. Put your loan collections in charge of the member of your staff who comes most in contact with the school reference work and take any quarters the school will give you. It will work as it did in the camps. We have proved it in Quincy. If your staff is too small to spare one of its members to the school, study the teachers who frequent your library. With the knowledge of their reading and the knowledge of human nature which your position gives you, select one and broach the subject to her. Put into her hands articles on school libraries, explain the clerical part of the work which is so blind to her and so simple to you. Tell her of the summer course in the library work which her state offers. If need be persuade the school committee to pay her tuition. Give her the

vision. It is seldom that a school will be found in which there will not be one woman who is willing to work over time for the love of books and the love of children.

The school man invariably meets the plea for school libraries with the statement that he fully appreciates the need, but *the money lacks*. Is not the solution here the same, co-operation and a willingness to put up with conditions far from ideal (always cherishing the ideal in mind). These war times are teaching us that we can do without much which we have before thought indispensable. One headmaster has said that his solution, if his appropriation were cut, would be to give each teacher four or five more pupils, dismiss one teacher, and keep a librarian.

Then is not what is needed a getting together of library and school people to study each other's viewpoint, to state individual problems, to exchange experiences, and to pool resources? As one means toward that end the New England Association of School Libraries was formed last May. Thru its semi-annual general meetings and local circles it hopes to bring school men, librarians, teacher, and educators of all types together to work toward our common aim, the advancement of the pupil.

. . . Behind the desk stand the librarians,
Bleak women, spare and angular and thin,
Impersonal as God or Death, and in
Their eyes and on each mask-like countenance
Sits changeless irony to watch your whim.
You ask for Shakespeare, and no more,
no less
Than if an equal fervor you express
For something dull and dead, you get of him.
They pile the centuries like building blocks,
And nest dead Cæsar with a magazine;
Indecently, behind an office screen
They watch the masters numbered up like stocks.

Levelling all things in a catalog,
They yield, and now withhold, imperial kings
From any giggling girl that blithely rings
For pilots in her intellectual fog.
To sport with dead men as these women do—
Is it so strange they look a little mad?
Is it so strange they look profoundly sad,
And life is subtly comic to their view?
They look above the foolish ways of men,
Cosmic and elemental things; their eyes
Inscrutably are old and very wise. . .

—HOWARD MUMFORD JONES in "Gargoyles."



AMERICANIZATION IN THE LIBRARY

THE STORY TELLING HOUR IS A POTENT METHOD IN REACHING THE YOUNGEST CHILDREN AND CAN BE USED EVEN MORE INTENSIVELY FOR THIS PURPOSE. THIS PICTURE SHOWS WORK WITH RUSSIAN CHILDREN IN THE RIVINGTON STREET BRANCH OF THE NEW YORK PUBLIC LIBRARY



AMERICANIZATION IN THE LIBRARY

WITH THE CHILDREN OF THE FOREIGN BORN, SUCH EAGER USERS OF THE LIBRARY FACILITIES, THE PUBLIC LIBRARY BECOMES ONE OF THE NATION'S MOST EFFECTIVE TOOLS FOR AMERICANIZATION.

THIS PHOTOGRAPH SHOWS THE TYPE OF USERS AT THE HAMILTON FISH PARK BRANCH

A NOVEL EXHIBIT

BY EMMA A. GRADY, *Newark Free Public Library*

Has any library in this country ever succeeded in teaching youngsters to take care of their books? Newark hasn't yet, but is perpetually trying, and is even now launching another campaign in this direction.

For several months there has been, in the Children's Room, a flat-topped exhibition case, placed on a low stand so that the contents can be easily seen by even very small children. Here we have displayed dolls and toys and other things that children like. As the exhibits are changed frequently, many of the children have acquired the habit of looking in the case whenever they come to the library. This time we have sprung a surprise on them, and have filled the exhibition case with about twenty of the most glaring examples we could find of books which have suffered much at the hands, or, I should say, in the hands, of careless children. There is the book that has been dropped in the mud, and a neatly typed legend says, "What happened to a book which fell into the mud."

A much bedraggled copy of "Pinocchio" is accompanied by this tale: "You know how hard it is to find the book 'Pinocchio.' There are two reasons for this. First, the children like this story very much. Second, the children who are so fond of this book, read it with black, sticky fingers. Very soon it is too dirty to use any longer. It has to be taken from the shelves and you must wait while a new copy is being bought and made ready for you. If you would always wash your hands before you read 'Pinocchio,' the book would last much longer."

Another book shows the cover coming off, and has this preachment: "Careless handling. The library wants to keep books in bright attractive covers as long as possible. Won't you help? Only three children have read this book. Then a careless boy handled it roughly and now the binding is good for nothing. To pay for rebinding the library must use money which would have bought another book."

Books with sticky covers, pages spattered with ink, and corners turned down, are

all shown. There are several delicious examples of amateur mending with brown paper patches, and stickers of various colors, and another showing how the library mends. The home-made book pocket is also in evidence, with this advice printed below: "The boy or girl who made this pocket cut it crooked and pasted it so tightly that it couldn't possibly be used. Wouldn't it have been wiser to bring the book to the library to have the pocket put on?"

One of the books shows a large piece of chewing gum stuck between the pages, and the label says:

"He made his bookmark out of gum!

Now would you think he'd be so dumb!"

There is one frightful example of a book ready for the scrap heap after only one circulation. It is labeled thus: "A book lent just once. The pages are covered with finger marks, cake crumbs and dried fruit stains. Because one child was careless the book has been ruined so that no one else can read it. Is that fair?"

Cases like these are the despair of every children's librarian, and give rise to many arguments between the Children's Room and the Repair Department, as to whether a library is justified in spending money for children's books.

Near the books are two posters, one explaining the difference between natural wear and tear, and injuries due to carelessness, and the other bearing the verse beginning, "'You are old little book,' the small boy said."

Certainly many children have looked at the exhibit, and we have been encouraged at the amount of thoughtful attention bestowed on the labels, in spite of an unusual number of requests for "Wee, wee woman" and other stories at which the books displayed are open. We have turned this seeming diversion of interest to account by explaining that because someone was careless that book must go to the repair room and no one can read about the "Wee, wee, woman," until it is clean and whole again,—or another equally telling ethical truth!

HIGH SCHOOL LIBRARY EXHIBIT AT THE UNIVERSITY OF ILLINOIS LIBRARY

BY MARY E. HALL, *Librarian Girls' High School, Brooklyn*

ONE of the features of the High School Conference held at the University of Illinois was an exhibit of books, pamphlets, pictures and maps relating to topics of the day which would be of interest to high school teachers and especially to teacher librarians. The appropriation for the average High School library is hardly large enough to buy the books needed for reference and collateral reading, the time of the teacher in charge is very limited and there is little opportunity to look out for and obtain some of the valuable material on almost every subject which is issued free or at a very small price. Many of these pamphlets are issued from authoritative sources and constitute a valuable addition to any library, so in this exhibit an effort was made to call attention to some of the best of this class of publications.

There were exhibited, with additional material, the aids suggested to teachers in the "Illinois High School Visitor's Bulletin on High School Libraries" for organizing and stimulating interest in the school library. A few choice editions of the classics usually read in the High School, a collection of attractive stories of heroes and adventure, nature books, and biographies interesting to the high school students were displayed as suggestive to the teacher of what books to select for the library.

The fact that the High Schools are putting in courses in agriculture and that the problem of the collection and care of the bulletin material is becoming a vexatious one made the table "Agriculture in the High School" of especial interest. Seventeen large cloth posters setting forth the work of the States Relations Service of the Agricultural Department were interesting and suggestive of the help the government will give in connection with the teaching of agriculture in the high school. A case of slides on poultry, horses, sheep and cattle, illustrated some of the many sets of slides that this new extension service will lend to any school or teacher on

the payment of transportation. Each set of slides is accompanied by a lecture on the subject. A number of recent books and bulletins were displayed and there was a sample collection of state and government bulletins classified by subject and arranged in pamphlet boxes. A number of different kinds of pamphlet boxes and pamphlet binders and their use together with other library aids were shown. The care of clippings was also demonstrated. In connection with the subject "Agricultural bulletins and their care" the following points were emphasized:

1. The collection should be the property of the School and the teacher in charge should be provided with the proper equipment for taking care of it.

2. The pamphlets should be stamped with the name of the School and classified by subject.

3. Boxes should be used to hold the pamphlets; arranged on shelves by subject, and labeled plainly.

4. Bulletins much used in class may be put into Gaylord pamphlet binders and stapled in.

5. A card catalog should be made, two cards for each bulletin, authors and subject. Cards should be filed alphabetically in a drawer.

6. Clippings. Valuable reference material clipped from newspapers and periodicals should be dropped in large manila envelopes and filed by subject in the vertical file.

The History table contained many pamphlets which teachers may obtain free or at very small cost. The National Security League, 19 West 44th Street, New York, sent copies for distribution of their publications which are of especial interest to teachers of patriotism. The Committee on Public Information, Washington, D. C., and the American Association for International Conciliation, 407 West 117th Street, New York City, sent many interesting pamphlets which set forth in an authoritative

way the historical background and the immediate causes of the war. The *Independent* and *Library Digest* sent for free distribution pamphlets telling how to use these magazines in the teaching of History, Civics, English, Geography, Public Speaking and Journalism. The National Board for Historical Service has published thru Charles Scribner's Sons a very interesting volume entitled "War Readings" which includes some of the best prose and poetry of the war, as well as reproductions of the most interesting war posters issued by the Allies; this volume costs 75c. McKinley Publishing Company, Philadelphia, Pa., sent copies of their publications including their War Reprints which were issued as the monthly war supplements to the *History Teacher's Magazine* and the *Historical Outlook*. These reprints sell for 20c. apiece with liberal discount for orders in quantity. They have also been arranged in a volume entitled "Collected Material for the Study of the War," 65c.

Among some of the most interesting maps were *Literary Digest* map of the Western Front and *The Outlook* Reference Collection of war maps, each selling for \$1.50. A set of new and authoritative maps from Denoyer-Geppertco, Chicago, called the Harding European History series, issued for the use of teachers of the Student Army Training Corps, were displayed. There are twelve maps (six sheets), wall size, and sell for \$10 to schools. The American Geographical Society, Broadway and 156th St., New York, sent announcements of their official set of maps just issued. These are wall size about sixty in number, and will sell for \$12. They will be invaluable to the teacher and student of the conduct of the war as well as in the study of the problems relating to peace and reconstruction.

A display of pictures and books on the pageant was loaned and arranged by Mr. William Chauncy Langdon, Pageant Master of the University. The pictures were from Mr. Langdon's own collection, and illustrated some of the pageants he has staged. One of special interest to schools was the pageant of Thetford where the idea for the Campfire girls originated. Among the best books for a High School

library on this subject were Percival Chubb and others, "Festivals and plays"; Constance Mackay, "Costumes and scenery for amateurs"; and "How to produce children's plays"; W. C. Langdon, "Compass points in the festal drama"; an article which appeared in *The Drama*, August, 1917, is especially good in illustrating the different possibilities of the Pageant.

Perhaps the most popular exhibit was the one on the high school drama. A number of books on the drama as well as plays suitable for high school production were shown. A few of the books of interest to the director of dramatics were: B. H. Clark, "How to produce amateur plays," Little, Brown, Boston; Emerson Taylor, "Practical stage directing for amateurs," E. P. Dutton, New York; Constance Mackay, "Costumes and scenery for amateurs" and "How to produce children's plays," Henry Holt, New York; James Young, "Making up," M. Witmark & Sons, New York; B. R. Lewis, "Technique of the one act play," Luce & Co., Boston; E. W. Curtis, "The dramatic instinct in education," Houghton Mifflin Co., New York. The following lists will be of service in selecting a play for high school production: "Choosing a play," by Gertrude E. Johnson, H. W. Wilson Co.; "Some of the best dramas" by F. K. W. Drury, H. W. Wilson Co.; "Plays for amateurs," Drama League of America, Boston; "Actable one act plays," Chicago Public Library; "Annotated index to plays for children," St. Louis Public Library; "List of plays for high schools," Drama League of America, Chicago; "Fifty one-act plays" by A. M. Drummond from *Quarterly Journal of Public Speaking*, October, 1917. There were also catalogs and announcements from many of the dramatic publishers for distribution.

On another table was exhibited government documents of general interest and a list of the best "Aids in choosing government documents" was distributed. Special attention was called to the new "Guide to United States Government publications" by W. I. Swanton (U. S. Education Bureau Bulletin, No. 2, 1918). Other aids suggested were: U. S. Superintendent of Documents, Monthly Catalogue of U. S.

documents. Government Printing Office. \$1.10 per year; U. S. Superintendent of Documents, Price lists of documents for sale by the Documents Office. Free.; U. S. Bureau of Education, Teaching material in the government publications. (Bulletin, 1913, no. 47) Bureau of Education, Washington, D. C. Limited edition. Free.; University of Illinois Library School. List of inexpensive maps published by national and state departments, compiled by Florence R. Curtis. 1916. (In *University of Illinois Bulletin on High School Libraries*.); U. S. Geological Survey. Selected list of 100 topographic maps illustrating physiographic types. Free.

Several cases were filled with official pictures showing the French Army and its equipment. These pictures can be bought from G. E. Stechert & Co., New York City, for 10c. each. The Official American Army pictures were of special interest. The Government has had every phase of the war photographed and a collection of these pictures should be of absorbing interest showing the enormous undertaking of preparing a great nation for war, mobilization, equipment, transportation, foreign training quarters, and even pictures of the Americans in the front line trenches. These photographs can be obtained from the Bureau of War Photographs, 6 West 48th Street, New York City.

The best material for the Rehabilitation of the wounded soldier came from the Federal Board for Vocational Education; the Red Cross Institute for Crippled and Disabled Men (New York City), and the Surgeon General's Office, which issues the new reconstruction periodical, *Carry On*.

Other features were an exhibit from the

United States Food Administration showing that the need for conservation is by no means past. An exhibit of posters showed the work of the A. L. A. in camp, hospital and overseas service. A number of pictures and slides were loaned by the U. S. Forestry Bureau, which also sent material on National Parks for distribution.

Half a dozen food conservation posters in color made by the school children in France and several beautiful French war posters gave color to the exhibit.

EXHIBIT OF MATERIAL OF INTEREST TO HIGH SCHOOL TEACHERS

High School Library aids in administration and book selection.

Books of interest to high school students. Agricultural books and pamphlets in the high school and how to care for them.

Exhibit of pamphlet binders, boxes, filing cases, etc.

Exhibit of slides in slide cabinet.

Posters showing work of U. S. States Relations Service.

Material and maps of interest to History teachers.

High school drama.

Interesting government documents.

Pageant pictures and books.

French war pictures.

American Army pictures.

U. S. Forestry exhibit of woods and slides (loaned free to schools).

Posters showing further need of conservation.

Posters showing work of American Library Association in the army camps.

Rehabilitation of the wounded soldier.

This exhibit was arranged by Miss Josie B. Houchens, University of Illinois Library.

GETTING FILMS FOR SMALL CHILDREN

Editor, Library Journal:

I have read with interest articles which have appeared in your magazine in regard to motion pictures for children. For six years our library has conducted free motion picture shows for children. Thinking that our experiences might be of interest to you I am sending you an account of our work along this line:

Motion pictures were introduced into the Ottawa, Ill., Public Library six years ago by an energetic board president who realized that we lacked some of the features of a modern, democratic, progressive public library. At the same time he placed in the auditorium a first class victrola and a stereopticon machine.

Local playhouse men have always fur-

nished an operator for us; his expenses, of course, being paid by the board. At present this amounts to \$3 an afternoon.

At first films were ordered thru a local playhouse and were not always satisfactory. Naturally, we could not expect a local dealer to encourage our shows which were free, consequently we soon ordered our own films. These vary in price from \$3.75 to \$6 depending on the program. We also pay the express both ways which is usually 80 cents.

We find the following Chicago houses the most satisfactory:

Atlas Educational Film Co., 63 E. Adams St., Chicago.

George Kleine System, 63 E. Adams St., Chicago.

Universal Film Exchanges, Inc., 220 South State St., Chicago.

This house has a limited number, but they appear to be very good. We expect to use them soon.

Our picture shows are really very interesting. The children form a more interesting moving picture than the films. Our method of procedure is as follows:

At the beginning of the school year the juvenile librarian visits each room in each public and parochial school. Among other things she tells the children when the movies will start, emphasizes conduct and leaves a program which covers the films for half a year.

The first show begins at 1:30 o'clock. The children come early; some very early. (The children's department is on the ground floor; the adult on the second and the museum and auditorium on the third.) Certain children who are permitted to be pages give tickets at the door for the first show and later for the second and third. When a goodly number of children have assembled they are allowed to march up to the auditorium which has a seating capacity of 150. Boy Scouts act as "Maintainers of order." A Boy Scout takes the tickets at the door, another plays the victrola, and another opens and closes the windows before and between shows. Both pages and Scouts have badges. Neither receive any remuneration for their services. A local music dealer has given us permission to

select each Saturday any records we desire from his stock. The children are fond of marches, patriotic and instrumental pieces. As a rule vocal pieces are not very effective.

While the first show is being given the children are assembling for the second. One hundred and fifty children in a juvenile department can make quite a buzz, consequently, students of dramatic art, kindergarten and grade school teachers have been asked to entertain these children with stories. The little listeners sit around on the floor, and the chairs and the tables.

When the first show is over, in order to prevent congestion on the stairs, the children are marched out of the front entrance of the second floor, and the children who have been listening to the stories march upstairs. The children outside then either go in to hear the stories and get their books, if they have not already got them, or go home. Each show usually lasts three-quarters of an hour. Occasionally postal cards loaned by Ottawa tourists are shown. Practically every country has been shown in this manner.

The children are fond of fairy tales, comedies, war and patriotic pictures, dramatizations of stories or events with which they are familiar, and travel and industrial pictures if attractive and interesting. Douglas Fairbanks, Mary Pickford, and also Charlie Chaplin and Fatty Arbuckle would be popular if it was our policy to show them. It is wise to balance strictly educational pictures with a comedy, otherwise the children think they have been treated a little unjustly.

The pictures are very popular with the children. As soon as school starts we are asked many times at the library and on the street, "When do the movies start?" Practically all the children who are old enough take books and the little tots are anxious to begin.

VERA J. SNOOK,
Librarian.

Reddick's Library of Ottawa, Ill.,

Jan. 24, 1919.

WHEN all that is worldly turns to dross around us, books only retain their steady value.—WASHINGTON IRVING.

MACAULAY: A MAKER AND USER OF LIBRARIES

BY MARIE AMNA NEWBERRY, *Supervisor of Training, New York Public Library*

FEW literary men or historians of past events achieve renown without having recourse to the record of the past, garnered in the great collections of books called libraries. No one was more zealous in his use of these than Lord Macaulay who was both a great writer and a great historian. Not only did he amass a large and varied library of his own but he frequented such others, both popular and scholarly, as existed in his time. In 1832 in regard to the three volume "Henry Masterton" he writes his sister to "smuggle it in, next time that you go to Liverpool, from some circulating library." He himself knew the Cambridge circulating libraries and when in Tunbridge Wells was often seen in Nash's reading room thumbing over old favorites. On arriving in Florence he hastens to subscribe to a Gabinetto Litterario and to read the English newspapers, and in Rome seeks out another reading room for the same purpose. In India his books served as a circulating library and "Clarissa Harlowe" was especially popular among the officials caught in the Neilgherries by a monsoon.

All his years Macaulay was a great reader. From Trevelyan's first picture of him at the tender age of three "lying on a rug before the fire, with his book on the ground, and a piece of bread and butter in his hand" to that last, "We found him in the library, seated in his easy chair, and dressed as usual, with his book on the table beside him, still open at the same page," we rarely see him without books. In fact, family affections alone exceeded his love of books and reading. He read not only on his walks in the portico, and in the country, but even thru crowded city streets. For his meals there was a regular literary diet with that for breakfast by no means the same as that for dinner. His journeys by land and sea were never made without such companions. "During the whole voyage [to India] I read with keen and increasing enjoyment. I devoured Greek, Latin, Spanish, Italian, French, and English; folios, quartos, octavos, and duodecimos." As a

substitute for reading on his trip to Ireland he repeated to himself "Paradise Lost." This brings out another quality of Macaulay—his tenacious, precise and sure memory even of a "quantity of trash" as Lord Carlisle says. This quality coupled with his ability to read much more rapidly than the ordinary man explains his citation of numerous precedents, and analogies, and offers moreover an explanation of Morison's statement that, "His powers of brilliant illustration have never been denied, and it would not be easy to name their equal."

Macaulay's private library was started by no less a patron than Hannah More when he was six years old, and received additions during his childhood from his uncle, General Colin Macaulay. But its growth was due mostly to his own buying which was very catholic, from books such as Moore's "Fables for the Female Sex" to keep his sister Hannah in order on the way to India, to files of *Cobbett's Register* and of the *Morning Chronicle*. Trevelyan claims that "It is hardly too much to say that Macaulay knew the locality, and at this period of his life, the stock in trade, of every book stall in London." Mr. Salkeld, the owner of one of them, tells of Macaulay's sorting a huge pile of Civil War pamphlets and tracts dealing with the time of William and Mary for two hours. Of these he selected two or three hundred, and all before breakfast. Ellis makes up for him a collection of Greek classics to be taken to India. Napier is asked by Macaulay to keep the latter supplied with books during his sojourn there and also to see that the volumes are properly bound to protect them from the white ants. Writing to the same friend after his return from India, Macaulay bemoans that his books are in a warehouse and his bookcases in the hands of a cabinet maker.

In 1840 Macaulay settled at Albany in quarters which Lord Carlisle describes as "very livable and studious looking." This they must have been, for in 1848 Macaulay's library extended thruout every corner and numbered some 6000 volumes

in the front rows and several hundred behind. It seems as if Macaulay were carrying out the desire he expressed in a letter to his sister Margaret that he might bury himself in a library. One can understand why fifteen years later he compares the rooms without his books to a corpse, the bare shelves to a skeleton.

Holly Lodge to which he removed, however, offered a pleasant and comfortable retreat where one takes pleasure in imagining Macaulay at work writing his History, reading or annotating his books and consulting his Johnson's "Dictionary" so many times rebound. One also wishes one might read the volumes for the sake of the marginal notes and comments written in half a dozen different languages. Trevelyan remarks that "Of all the memorials of himself which he has left behind him, these dialogues with the dead are the most characteristic. The energy of his remonstrance, the heartiness of his appreciation, the contemptuous vehemence of his censure, the eagerness with which he urges and reiterates his own opinions, are such as to make it at times difficult to realize that his remarks are addressed to people who died centuries, or perhaps, tens of centuries, ago. But the writer of a book which had lived was always alive for Macaulay."

Thus far we have seen Macaulay only as a builder of a library for himself. But he was interested in the reading of others, for instance, that of his nephew who died at the age of thirteen and to whom he had already planned to leave his own library. Again in the case of H——, later Lord Hamilton, "I gave him three guineas for his Library subscription. I lay out very little money with so much satisfaction. For three guineas a year, I keep a very good, intelligent young fellow out of a great deal of harm, and do him a great deal of good." In India Macaulay finds the list of prize books entirely unsuitable and plans another in line with his belief that, "A prize book ought to be a book which a boy receives with pleasure, and turns over and over not as a task, but spontaneously. I have not forgotten my own school-boy feelings on this sub-

ject. My pleasure at obtaining a prize was greatly enhanced by the knowledge that my little library would receive a very agreeable addition."

Turning from this personal side Macaulay's "Essays" and his "History of England" are the timber of which many another library is constructed. Not only did the latter find its place on the tables of the young ladies of his time but it reached a phenomenal sale, passed thru many editions, has been translated in fourteen languages and with his "Essays" has been made the subject of study in schools, colleges and universities. In one university library there has been built up a special collection of pamphlets, duplicates of which Macaulay must have consulted. Over 600 articles dealing with Macaulay have appeared in the periodicals of England, France, Germany, Italy, Mexico, Spain and the United States. If he cannot be called the inventor of the historical essay he, as Morison says, "found it rudimentary and unimportant and left it complete and a thing of power." Then too his style has been so widely copied that there are in a modern dictionary four or five derivatives of his name to apply to these "mocking-bird imitations." He is hailed as the Father of Journallese.

So great was his popularity that at least one book seller tried to sell not only Macaulay's but Hume's "History of England" as well, as "highly valuable as an introduction to Macaulay." That Macaulay could affect the circulation of books in libraries was proven at the Athenaeum when no copy of Bunyan's "Pilgrim's Progress" was available after he had reviewed it. In as unlikely a place as the Indian Penal Code Macaulay established the rights of book owners as against book borrowers, book defacers, and book stealers. The forty-two year period of our copyright law was due to a speech "terse, elegant, and vigorous, as amusing as an essay of Elia and as convincing as a proof of Euclid," which overcame a strong opposition.

But Macaulay had another important connection with library development. It was as trustee of the British Museum

from 1847 to his death. In his diary for November 15, 1848 is the following entry. "After breakfast I went to the British Museum. I was in the chair. It is a stupid useless way of doing business. An hour was lost in reading trashy minutes. All boards are bad, and this is the worst of boards." There are frequent records of his dissatisfaction with the way of doing business "board fashion," but he was ever constant in his attendance upon the meetings and maintained his connection with the British Museum long after he had given up all other public business. While he was trustee Panizzi was elected librarian. An interesting bit of politics is displayed in a letter to Lord Lansdowne in which Macaulay proposes the simultaneous election of Owen as curator of the whole department of natural history to prevent adverse criticism of the appointment of Panizzi, "whose great object, during many years has been to make our library the best in Europe, and who would at any time give three Mammoths for an Aldus." That Macaulay himself had something of the same feeling is evident from his indignation at finding in Venice no Aldus edition of a Greek classic and even greater wrath when he discovered that Petrarch's legacy of books had been permitted to perish. It is interesting in this connection to know that the manuscript page of Macaulay's "History of England" which refers to the founding of the great institution is carefully kept among the treasures of the British Museum.

Much of his reading for this same history was done within these walls. To again quote Trevelyan, "His habit was to work in the King's Library; partly for quiet, and partly in order to have George the Third's wonderful collection of pamphlets within an easy walk of his chair. He did his writing at one of the oak tables which stand in the center of the room, sitting away from the outer wall, for the sake of the light. He availed himself of his official authority to search the shelves at pleasure without the intervention of a librarian; and, (says the attendant), when he had taken down a volume, he generally looked as if he had

found something in it!" He often spent hours there. His diary records June 28, 1849 "After breakfast to the Museum, and sat till three, reading and making extracts. I turned over three volumes of newspapers and tracts; *Flying Posts*, *Postboys*, and *Postmen*. I found some curious things which will be of direct service; but the chief advantage of these researches is that the mind is transported back a century and a half, and gets familiar with the ways of thinking and with the habits of a past generation." And he succeeded. *Frazer's Magazine* for January, 1849 says, "He has made himself so completely familiar with every part of the literature belonging to the time of which he speaks, that he describes like an eye witness, and judges like a contemporary." In June the *Dublin Review* asserts that, "There is not a source of information connected with the social or personal history of the time with which he does not appear to be familiar: acts of Parliament, state papers, despatches, proclamations, records, minutes, official letters, biographies, memoirs, diaries, journals, personal anecdotes, correspondence, ballads." This also is grudgingly admitted ten years later by *Blackwood's Magazine*, never very friendly to Macaulay—"that clever, pert, absurd, promising spouter, a cipher, a puppy," when it claims that "his extensive knowledge of the most worthless productions that have survived from the time of the Revolution to our own day, is amusing."

Doubtless the reviewer referred to the pamphlets, broadsides, maps, newspapers, lampoons, plays, poetry, prose, sermons, and parish registers which received Macaulay's attention. If they were not to be found in the British Museum he searched for them elsewhere—a book stall, a collection of private papers, government offices and in other great public collections. He writes Napier for instance, "I shall probably go down to Cambridge in the course of the autumn to rummage the Pepysian Library," or again, "I shall be very much obliged to you to tell me what are the best sources of information about the Scotch Revolution in 1688, the campaign of Dundee,

the massacre of Glencoe, and the Darien scheme. . . Would it be worth my while to pass a fortnight in one of the Edinburgh Libraries next summer?" In 1849 in contemplating the field covered by his history he writes, "The Dutch archives, and the French archives must be ransacked. I will see whether anything is to be got from other diplomatic collections. I must turn over hundreds, thousands of pamphlets. Lambeth, the Bodleian and other Oxford Libraries, the Devonshire Papers, the British Museum must be explored and notes made." Is it any wonder that in 1854 he confesses, "I have now got to a point at which there is no more gratifying discovery than that nothing is to be discovered," or that Archibald Allison in his review of Macaulay's "History of England" speaks of "Mr. Macaulay's ample acquaintance with the memoirs, published and unpublished, of that period." Even Miss Foxcroft, a specialist in the same field writes, "The subsequent discovery of subsidiary evidence may have enabled us to supplement, in some cases to supersede, Macaulay's version of events; but in point of actual extent, his knowledge of later seventeenth century authorities remains unsurpassed." Jebb in 1900 testified to Macaulay's wide and laborious research in that, "students who have been over the same ground have borne witness to the thoroughness and fidelity with which he has examined and sifted his materials."

Macaulay acknowledged that the effect of his most popular articles was not produced by minute research into rare books. Yet when he was working on the essay on Warren Hastings he writes Napier, "A paper like this requires the help of a whole library." He journeys to the Royal Institution to ascertain the answer to a question asked of him by Guizot. He complains about the Bodleian, "that from ten to three is a very short time to keep so noble a library open," especially as there was enough there to keep him from being bored for ten years. One as easily can imagine Macaulay poring over Narcissus Luttrell's diary in the lofty room of All Soul's designed by Wren as Blackstone arranging the great Codrington col-

lection within the bookcases which lined the walls.

Knowing of his life at Trinity within reach of as many volumes as even Macaulay could read and where "as a Bachelor of Arts he would walk book in hand, morning after morning thruout the long vacations, reading with the same eagerness and the same rapidity whether the volume was the most abstruse of treatises, the loftiest of poems, or the flimsiest of trash," it is quite within reason to believe his expressed desire to stay at Cambridge collating the manuscripts and thumbing over the treasures there to be found. Instead it is safe to aver that he was engaged in making abstracts or copying into his small pocket-books the material found in the Bentinck correspondence, in the first Lord Holland's diary, in the Peel Papers loaned him by Lord Stanhope or in the collection of Lord Spencer at Althorp—"That noble library, the finest private library, I believe, in England." It was to this latter that Macaulay compared Lord Holland's library saying, "The library is a very long room,—as long I should think, as the gallery at Rothley Temple,—with little cabinets for study branching out of it, warmly and snugly fitted up, and looking out on very beautiful grounds. The collection of books is not, like Lord Spencer's, curious, but it contains almost everything that one ever wished to read." As to Althorp, "Though not much given to admire the merely curious parts of libraries, I was greatly pleased with the old block-printing, the very early specimens of the art at Mentz; the Caxtons; the Florence Homer; the Alduses; the famous Boccaccio. I looked with particular interest into the two editions of Chaucer by Caxton, and at the preface of the latter."

It was Macaulay's custom to note libraries even in chance visits. Thus we catch a glimpse of the "splendid library" at Bowood; of that other at Barley Wood where as a child he shivered over Hannah More's copy of the "Ancient Mariner"; of the bookcases of Rogers, "painted by Stothard, in his very best manner with groups from Chaucer,

Shakespeare, and Boccaccio"; of himself reading "a volume of Jacobite pamphlets by a blazing fire" at Windsor Castle; of Dr. Wiseman's apartments in Rome, from which he was taken to view the very copy of Fox's "Book of Martyrs" in which Parsons had made notes and which therefore shared his interest with the chained black letter copy in Cheddar Parish Church that had intrigued him when a child.

Certain of our libraries to-day have called forth remarks quite similar to that of Macaulay on the Vatican. "I had walked a hundred feet thru the Library without the faintest notion that I was in it. No books, no shelves were visible. All was light and brilliant; nothing but white and red and gold; blazing arabesques and paintings on ceiling and wall. And this was the Vatican Library;

a place which I used to think of with awe as a far sterner and darker Bodleian." His visits to the Athenaeum were frequent. Indeed it was there that he read the reviews of his history. Nor is it strange that many of them were extremely commendatory and flattering, when one considers his skill in writing, his retentive memory, his industry, his knowledge of sources and his indefatigability in research. Many of his letters from the House of Commons are dated from the Library and it is no mean tribute to the power of books that "It has been said of Macaulay, with reference to this period of his political career, that no member ever produced so much effect upon the proceedings of Parliament who spent so many hours in the Library, and so few in the House."

ASBURY PARK CONFERENCE

THE Forty-first Annual Conference of the American Library Association will be held at Asbury Park, New Jersey, June 23-28. Headquarters will be at the New Monterey Hotel.

The policy of returning to a point where we met so recently is a new one, but there are reasons that seemed to make it not only justifiable but advisable. The high railroad rates seemed to make a trip to the Rockies or further west entirely out of the question; the important reports and business of the war service make it advisable to hold the meeting nearer the center of library population than any point west of the Mississippi would be; the Executive Board sought in vain for an adequate resort between the Alleghenies and the Mississippi (Mackinac being quite out of the question due to its distance from library centers), and few favor a mid-west city in summer; furthermore, Asbury Park has proved by actual experience a very satisfactory place of meeting. By a combination of circumstances, moreover, the New Monterey was able to offer better rates than could ordinarily be expected in these days of high costs of a hotel of its standard of excellence.

The New Monterey can care comfort-

ably for about 500, assuming that there will be about the usual amount of "doubling up." The other hotels and boarding houses which we used in 1916 will again be available. Rates have not yet been settled with all these, but they will for the most part be less than those of the New Monterey. An attempt will be made to accommodate all purses and so make it possible for a large number of the inadequately paid librarians and assistants to attend.

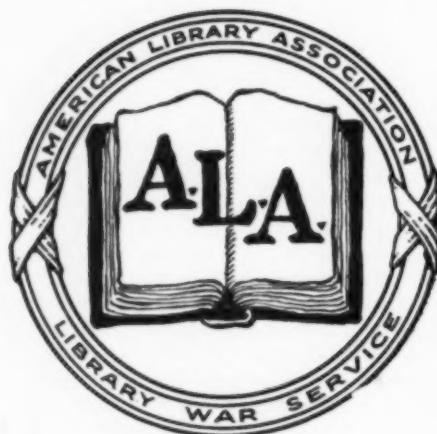
The general sessions will be held, as in 1916, in the Auditorium across the street from the New Monterey, and the meetings of the sections and affiliated societies in the New Monterey, and nearby hotels.

Those who attended the 1916 conference need no reminder of the charm of Asbury Park—the invigorating air, the fine stretch of beach, the boardwalk, the fresh-water lakes so accessible for rowing and canoeing, the smooth auto roads, and the broad hotel porches so conducive to informal conferences and renewal of acquaintances.

Needless to say the New Jersey librarians are promising their help in every way possible to make the conference a success.

More definite information on hotel rates, travel, program, and other matters will be given in a later issue.

LIBRARY WAR SERVICE



LIBRARY WAR SERVICE ORGANIZATION

I. ORGANIZATION

THE American Library Association was invited by the Commission on Training Camp Activities on June 28, 1917, to assume the responsibility of furnishing library service to the armed forces of the United States. This invitation was referred to and accepted by the War Service Committee of the Association, consisting of seven members, which had been appointed June 22, 1917, at its annual conference, and which committee has since been in continuous general charge of the library war work. The Librarian of Congress was appointed General Director (without salary), on Oct. 4, 1917, and headquarters were provided without cost to the association, in the Library of Congress.

OUTLINE OF ORGANIZATION

American Library Association.
War Service Committee.
General Director, Headquarters: Library of Congress, Washington, D. C.
Executive Secretary.
Disbursing Officer.
Assistant General Director.

Service in America

Assistant to the Director, in charge of Large Camps (Forty Large Camp Libraries are maintained with 40 central libraries and some 1500 branch libraries in

welfare buildings, hospitals, barracks, etc.).

Assistant to the Director, in charge of Small Camps (Books, magazines and library supervision have been provided for 487 small military camps, posts, and fields; 232 naval stations; 52 marine corps stations; and 835 vessels).

Assistant to the Director, in charge of Hospitals (Librarians have been placed in 60 large hospitals. These and 134 other hospitals have been provided with books, periodicals and library supervision).

Assistant to the Director, in charge of the Book Department.

Assistant to the Director, in charge of Book Ordering.

Assistants in charge of

Personnel.

Publicity.

Purchasing.

Files and Records.

Field Representatives—Camp Service.

Field Representatives—Hospital Service.

Dispatch Offices (15 are maintained, 5 primarily for overseas shipments and transport service, 10 for receiving and shipping books to American camps, stations and hospitals).

Service Overseas

European Representative, Headquarters and Central Library, 10, rue de l'Elysee, Paris.

Headquarters Librarian.

Head Shipping Department.

Head Mailing Department.

Field Representative—Camp Service.

Field Representative—Hospital Service.

Educational Representatives.

Fifteen Regional Libraries, with librarian-supervisors.

Central Library for Army of Occupation, Coblenz.

Branches and Stations (estimated at 1000).

II. PERSONNEL

Headquarters Staff 83

American Service

Field Representatives 9

Large camps and stations 151

Small camps and stations	82
Hospitals	90
Dispatch Offices	96
Overseas Service	
At Headquarters and in the field	47
	<hr/>
	558

Accounts Receivable (advanced to camp librarians, supervisors and overseas representatives for travel and incidental expenses and charged in open account to be returned)...	96,625.00
Balance on hand:	
First Fund—	
General funds \$166.65	
Insurance .. 5,000.00	
Second Fund..102,602.18	107,768.83
	<hr/>
	\$1,967,937.05

III. PROPERTY ACCOUNT

The total cost of buildings and equipment as shown in our property account thru Dec. 31, 1918, is:

Buildings (45) ..	\$310,975.75
Building equipment	48,968.97
General equipment	96,522.21
Books and periodicals purchased (including cost of binding) ...	717,643.88
	<hr/>
	\$1,174,110.81
Estimated value of gift books	1,000,000.00
	<hr/>
	\$2,174,110.81

IV. STATEMENT OF RECEIPTS AND EXPENDITURES

Receipts from the 1st War Service Fund	\$1,581,937.05
(The above figures represent the total amounts transferred to the credit of the General Director of the Library War Service. In addition to these transfers about \$200,000 were expended in campaign expenses, miscellaneous expenses of the War Service Committee, and expenses incurred before the work was taken over by the Librarian of Congress as General Director, the total collections from the First Library War Service Fund aggregating about \$1,860,000.)	
Receipts from the 2nd War Service Fund to December 31, 1918 (thru United War Work Campaign)	386,000.00
Total receipts to December 31, 1918	\$1,967,937.05
Gross Expenditures to December 31, 1918:	
Buildings (all)	\$ 310,975.75
Building Equipment	48,968.97
Books (including binding and periodicals)	717,643.88
Service (including subsistence)	319,686.16
General Equipment	96,522.21
Supplies (including packing cases)	114,807.72
Travel	48,885.49
Freight	30,648.84
Sundry	50,404.20
Book Campaign	25,000.00
	<hr/>
	\$1,763,543.22

REVISED EDUCATIONAL PROGRAM OVERSEAS

Editor Library Journal:

There have been so many letters from librarians over the country asking about the Y. M. C. A. call for a hundred librarians that I believe some explanation of the present situation in your periodical would be appreciated. The facts are these:

The Y. M. C. A. in France cabled the Y. M. C. A. in New York to recruit one hundred women librarians capable of handling reference libraries.

The Y. M. C. A. in New York wrote A. L. A. Headquarters stating the facts and asking our co-operation. We immediately (Dec. 25) wired the Y. M. C. A. for further information and cabled Burton E. Stevenson for information and recommendations.

The Y. M. C. A. was unable to give much information, having received only a cable from France.

A cable was received from Mr. Stevenson about Jan. 25 stating that General Rees, chairman of the Educational Committee of General Pershing's staff, had disapproved the Y. M. C. A. call for one hundred librarians, and that the call would be cancelled. A few days later the Y. M. C. A. received a cable cancelling the call for one hundred librarians.

In the meantime the Y. M. C. A. had sent over three women with library experience who had been recruited for the canteen service and were therefore available for immediate transfer to the library work, and one other librarian who was available for immediate service.

Our understanding is that no other librarians have been sent or will be sent by the Y. M. C. A. for library work.

Some forty or fifty librarians are now engaged in Library War Service in France.

The indications at present are that few additional librarians will be called for by the A. L. A. Representatives overseas. The explanation of this is given in the following quotation from a letter received by A. L. A. Headquarters in Washington from A. L. A. Headquarters in Paris.

"In each of the forty divisions now in France there has been appointed from the army a Divisional School Officer who has general supervision of the educational work in that Division. Under him, of course, will be regimental, and company school officers, reporting to him. This Divisional Officer will know at all times what classes and how many classes are being conducted. I propose that there shall be appointed in each division from the army personnel some man with library experience to act as Division Librarian, working in co-operation with the Division School Officer. To him the Division School Officer would report the number of classes established, the subjects studied, and such other details as may be necessary to arrange the proper equipment of educational books for the Division. This information will be sent on to us and it will then be our task to furnish such books as are required and to supplement these from time to time as need may arise. It will also be the duty of the Divisional Librarian to see that when the books reach the Division they are distributed; that competent men are detailed to look after them and that the books are used to the best possible advantage.

"In other words we will have running from these Headquarters a direct wire to each army division. We will have in that division a man whose sole duty is to look after our books, and to report the division's needs and we shall thus be able to keep in touch with those needs very adequately."

CARL H. MILAM,
*Assistant Director,
A. L. A. Library War Service.*

PROGRESS OVERSEAS

The work of the American Library Association overseas has grown and developed beyond all expectation, and especially since the signing of the armistice has the demand for books increased. Just as in this

country, the soldier overseas, who no longer has an incentive for wearing a uniform, turns to reading and study as a means of passing the time until orders come to go home.

Cablegrams and letters are constantly coming to Washington headquarters telling of this increased demand for books, and asking for more to meet the needs. A cable received on Jan. 16 from Mr. Stevenson reads, "Demand for books unbelievably great—rush all possible shipments"; and Dr. Putnam sends the messages: "Need most urgent for plentiful supply miscellaneous fiction, non-fiction—buy freely—hasten shipments." "Urge everything possible to stimulate book and magazine donation—need never greater than present—at least million more fiction and miscellaneous books demanded within next six months to maintain army morale." Up to the beginning of February about two million books had been sent from our Dispatch Offices. These, of course, have not all reached Paris. Some were sunk; many of the books in the deck shipments were handed out to the men on the vessels and were not returned to their cases; many were distributed by the various welfare organizations direct from the ports, for before our overseas organization was perfected, the cases of books were often taken over by the representatives of any of the welfare organizations and were sent wherever they thought the need was greatest. Now, however, all shipments are going into Mr. Stevenson's hands. The cases go direct from the ports either to Gievres where we have a warehouse, or to Paris; and it is possible now for a shipment to reach Paris twenty-five days after leaving Hoboken. Mr. Stevenson had recently reported the arrival in Paris of some shipments which were made thru the summer and early fall but which had been held up by the more urgent demand for food and ammunition.

The call is for books of all kinds in quantities. During December and January 340,000 miscellaneous volumes were ordered in addition to the 300,000 which were bought especially for the Educational Libraries. Shipments in December totaled 219,455 volumes or approximately one hundred and sixty-four tons. In January the

shipments totaled 298,919 volumes or two hundred and twenty-five tons. The latest cable from Mr. Stevenson asks for about thirty-five thousand volumes. Besides these purchased books, a more or less constant stream of gift material is going across. Ten tons of magazines a month are asked for, in addition to the leading magazines and newspapers which are going to Paris headquarters in duplicate, and to each of the regional libraries.

At the Paris headquarters is maintained a reference library and reading room. Fourteen regional libraries have been located at points of the greatest concentration of our troops, and there are libraries established in the great hospital centers. These function also as traveling library stations, serving several hundred individual points. Our book collections are to be found in the huts of all the organizations, and many of the military units are provided directly with libraries. Every one knows, no doubt, that General Pershing last summer granted us franking privileges whereby books can be sent to any soldier in the American Expeditionary Forces and returned by him post free. The Mailing Division at Paris headquarters care for these individual requests, as well as for the shipments to points not served by the central libraries. Five thousand packages were mailed out during the month of December.

The Army of Occupation has not been neglected. Judson T. Jennings of the Seattle Public Library, with Miss Mary Booth as an assistant, has established A. L. A. headquarters at Coblenz, and will establish stations up and down the Rhine as the need arises. He has instructions to select a strategic point for a building, and is armed with blue-print plans for the construction of that building. The three hundred thousand men that now compose the Army of Occupation will soon be cared for. A carload of books preceded Mr. Jennings to the Occupied Territory, and other carloads will follow.

Mr. Stevenson has placed our representatives at the ports to expedite the shipments to Paris, and to supervise the library service in the vicinity. Mr. Manchester of the University of Chicago Library, is

at Bordeaux; Mr. Ranck, librarian of the Grand Rapids Public Library, is at St. Nazaire; and Mr. Dougherty of the Newton, Mass., Public Library, is at Brest. The organization of the library work in the hospital centers has thus far been taken care of by Miss Mary Isom of Portland, Oregon. Mr. Stevenson's latest plan is to put one of our men who has had field work in this country, with each of the three armies, to act as Library Supervisor for the entire army.

Buildings are being erected where no quarters suitable for library purposes can be found. One has been finished at St. Aignan, and three more are under construction at Le Mans and Brest. It is interesting to note that the construction of these buildings is in the hands of army engineers.

Another phase of the work that the A. L. A. has taken up at the special request of the army authorities is the furnishing of the so-called "reference" libraries to be used in connection with the schools conducted by the army. It has been estimated that five hundred of these reference libraries will be needed; and to equip them, three hundred thousand volumes, including over nine hundred titles, have been bought in this country and shipped to France on special tonnage granted by the War Department. It is expected that the army will detail to each of these libraries a man who has had library training and experience, who will administer the library under A. L. A. supervision. The request that we direct this part of the educational work represents the complete recognition by the army of the American Library Association as an individual organization.

There are now on our overseas staff the following workers: Mary E. Ahern, Mary J. Booth, Annie S. Cutter, W. A. Daggett, W. D. Davies, O. C. Davis, L. L. Dickerson, Asa Don Dickinson, H. T. Dougherty, Matthew S. Dudgeon, Rhea K. Egolf, Ralf P. Emerson, Louisa K. Fast, Kate D. Ferguson, Pauline Fullerton, Blanche Galloway, Eleanor Gleason, Alice Goddard, Mrs. Lillian Baker Griggs, Julia Ideson, Mary F. Isom, Mrs. Grace Jekyll, Judson T. Jennings, W. H. Kerr, Mrs. W. H. Kerr, Helen Lathrop, Harriet Long, Anna MacDonald, Earl N. Manchester, Anne Mul-

heron, Mrs. Elsie M. Palmer, Mrs. Elizabeth Potter, Marian Potts, J. W. Powell, Louise Prouty, Shirley Putnam, Samuel H. Ranck, E. E. Ruby, Burton E. Stevenson, Mrs. Burton E. Stevenson, Alida Stephens, R. R. Stillwell, Elizabeth Thurston, Mary L. Wallace, Elizabeth Webster, Mary F. Wilson. Dr. Putnam himself has been in France since the first of January. Over a third of these are librarians who had gone across with other organizations. It is significant that the majority of those who have been sent over by the A. L. A. had Camp Library experience in this country.

Just as reading matter was supplied the troops on the journey to France, books and magazines are now being provided for them on the return trip in the shape of permanent transport libraries. These are put on the boats by the A. L. A. Dispatch Offices at Hoboken and Newport News, and to some extent at Boston, as a part of the boat's equipment. Books are supplied in the ratio of at least one to every five men of the boat's capacity, and are supplemented with fresh material at the end of each trip. Magazines are supplied in the same quantity, and a fresh instalment is put on for every trip. In this way the American Library Association rounds out a service to the soldier which extends from his enlistment to his discharge.

ON THE MEXICAN BORDER: AT THE EL PASO LIBRARY STATION*

In the spring of 1918, Mr. Chalmers Hadley visited the Mexican Border to look into the need of books for the soldiers. As a result, two stations were placed on the Border, one at San Antonio under the direction of Miss Harriet Long and the other at El Paso in charge of Miss Ethel McCollough. The latter station supplies books in the territory from Marfa to Yuma and the former takes care of the other half of the Border.

Until the eleventh of December, the El Paso Station has had its headquarters in the basement of the Public Library, thru the kindness of the library board and librarian. With the continuous growth of the work, however, the quarters at the Public

Library were many times outgrown and it was found necessary to move. No suitable building was available at Fort Bliss, a permanent fort just outside of El Paso. A large vacant store near the Quartermaster Headquarters was rented and, with the help of the Quartermaster Department, the War Service Library was opened at 411 Texas Street. The building is well suited in every way for a traveling and branch library center. The large amount of stack, office, and storage room; the central location; and the excellent display windows especially recommend it.

Thru the untiring efforts of the two former directors, Miss McCollough and Miss Marvin, new stations were constantly added. At present the latest branch number is ninety-five and others are pending. Branches are located in the buildings of the Y. M. C. A., Knights of Columbus, and War Camp Community Service; in hostess houses, hospitals, officers' clubs, stockades—in fact, in any place where the men will have access to the books. The largest branch numbers seventeen hundred volumes but many small outposts are served with libraries of from fifty to one hundred books which are changed frequently. During December 5076 books were sent from the office either in answer to individual requests or as new libraries or as additions to old ones.

The staff now numbers six members and will undoubtedly grow with the expansion of the office and the field work. Especially should the enthusiasm of the women of El Paso be mentioned; they have volunteered a great deal of time in preparing the books.

Miss Anne Mulheron, formerly of the Camp Cody Hospital Library, has taken charge of the organization of the hospital library work at Fort Bayard, New Mexico, a tubercular center for U. S. soldiers and sailors. The demand for reading there has been growing by leaps and bounds. Camp Cody still continues its hospital library work under the direction of a trained librarian.

El Paso has been designated as a Dispatch Office and this work is carried on in connection with the War Service Library. Miss Mary Dunham of the University of

Indiana has arrived to take charge of the book dispatching. Gift books are still much needed for the soldiers and every book added to the general library is much appreciated.

The question of permanency in Mexican Border Libraries comes up. The policy of the War Service Library is not only to supply the soldiers now on the Border but to build for the future, to make the need of books so great that library work will be one of the inseparable accompaniments of army life.

JULIA C. STOCKETT.

THE NEED OF MORE BOOKS

The call is out for more books—fiction and general literature. Purchases of books for the Library War Service reached the total, on Feb. 1, of 1,727,120, and there had been 2,005,952 shipped overseas. A large proportion of the purchased books—nearly all of them, in fact—are educational and technical works, and tho the total of gift books to Feb. 1 runs up to 4,349,276, another million are needed at once. More magazines are needed, too.

On Feb. 19 Herbert Putnam sent the following cable from Paris:

"Urge everything possible to stimulate book and magazine donations. Need never greater than present. At least million more fiction and miscellaneous books demanded within next six months to maintain army morale. . ."

There is no service outside of their own immediate library tasks which librarians should be so eager to render as to stimulate the flow of gift books and magazines. They are needed overseas and in the demobilization camps and the hospitals on this side. Newspapers are giving more space to appeals of this sort now, and it should not be an impossible task to make the people of any community realize that the war is not yet over, that our soldiers are still in the field, and that they need books worse now than they did while the fighting was heaviest.

The American University Union, Paris, has a comfortable library for the use of University men in the American E. F. The majority of books were furnished by the

A. L. A. Overseas Service. Undoubtedly a similar collection, perhaps smaller in scope, will later be arranged in the University Union recently established at Rome.

The University of London Officers' Training Corps has for several years maintained a library on military subjects at the Corps Headquarters, South Kensington. The Military Departmental Library of the University of London also has a strong collection on military and allied subjects. Both military libraries have added a considerable amount of data since the publication of works in the library in the Corps Handbook issued by the Military Education Committee.

ARE LIBRARIANS PEOPLE?

PERHAPS you regard a library as the exclusive habitat of the highbrow. Many people do. They picture the librarian as a hollow-chested, anemic, disconsolate being, whose life is just one melancholy thought wave after another. The library they regard as a literary mortuary.

People had something of the same idea about the Y. M. C. A. until word began to come back from France that some of those non-combatants were being decorated for gallantry. Now things are different.

It is like that with a library. You have the wrong idea. We are not merely animated intellects living in a vault. We are regular people. It is our business to know about books and magazines and pamphlets that may be of special interest to you in your work or your hobby.

More than likely there is some excellent material gathering dust in your department. There is in every department. Send it to the library; possibly it is the very thing somebody else is seeking.

Get away from the idea that you must have a bowing acquaintance with zygodyctyle ornithology to be interested in a library. We can tell you anything from the best formula for laying cement sidewalks to the zoning laws of Oshkosh, Wis. Come and see us. We want you to be interested. You will find us handy, harmless, and human.—*Municipal Reference Library (New York) Notes.*

STILL MORE MEMORIAL LIBRARIES

THE memorial library idea is spreading into new sections of the country, and projects already begun for the erection of library buildings to commemorate the soldiers and sailors who gave their lives for democracy seem to be gaining ground.

Since the last issue of the *LIBRARY JOURNAL*, the Richmond, Va., plan for a great memorial library has made rapid headway. The Richmond Educational Association is actively pushing the matter. Dr. Henry R. McIlwaine, Virginia State Librarian, has given it his indorsement and the newspapers of the city are strongly favoring it.

"There should be no doubt that Richmond needs a public library," said Dr. McIlwaine, in an interview in one of the Richmond papers. "The State library serves an entirely different purpose from that of a municipal institution. A city library should be a university for the vocational population. My idea of a modern city library is one that employs scholars to guide the readers in their pursuit of knowledge or amusement, and which includes up-to-the-minute books on vocational subjects. If every electrician, machinist and factory hand in town had a means of learning of the advances made in his chosen trade as soon as they are published in books, Richmond would have an increased industrial prosperity which would pay for a public library in one year."

The Richmond project is for a public subscription of a million dollars for the construction of a suitable library building, which would also contain a large auditorium, to be erected on a central site owned by the city and maintained by a special tax levy.

Petersburg, Va., Richmond's near neighbor, has taken up the memorial library idea. The suggestion has been put forward that the books remaining in the A. L. A. library at Camp Lee, close by, when the camp is abandoned, be turned over to the city of Petersburg to form the nucleus of a public library collection, the building to be a memorial to the Petersburg heroes of

the war. "One cannot conceive of a New England city the size of this without a public library," says the *Petersburg Index-Appeal*. "The system of reconstruction and development which we shall adopt will be incomplete unless we provide for a public library, the educating influence of which shall be exercised for generations to the encouragement and uplifting of our people, of all classes and ages."

Roanoke is another Virginia City that feels the need of a public library concurrently with the beginnings of a movement for a memorial to its war dead, and the memorial library suggestion seems to be in favor there.

At Houston, Texas, where the Carnegie Library building has been outgrown by the city's library needs, the Mayor and other prominent citizens have indorsed the idea of a memorial hall, which shall house the library as well as other municipal activities.

Citizens of Woonsocket, R. I., are not satisfied with the proposal to build at Providence a single memorial to all the Rhode Island soldiers and sailors, and are agitating for a separate memorial, which may take the form of a building to house the public library, now in very cramped quarters.

At Berlin, Mass., John A. Lowe, agent of the Massachusetts Free Library Commission, recently addressed a meeting of citizens on the subject of a memorial library. The idea was taken up by a number of persons and something that looks like a definite movement in this direction was begun. Mr. Lowe has spoken and written enthusiastically in many parts of Massachusetts about the memorial library idea.

A library for Mobile, Alabama, commemorating the men of Mobile County, is definitely announced by a group of co-operating organizations.

Memorial libraries as private gifts in memory of a particular soldier, and memorial libraries at schools and colleges, either actually under way or in contemplation, are reported from many parts of the United States.

PUBLICITY FOR LIBRARIES

CONDUCTED BY FRANK PARKER STOCKBRIDGE

I HAVE been particularly impressed with the forcefulness of the advertising matter directed especially to business men prepared by Charles E. Rush, Librarian at Indianapolis. It has "punch" without any of the strained effect so many amateur advertisers obtain when they strive to be sprightly and adopt the familiar tone. Whether business men—the term is rather inclusive, in America—appreciate the sort of familiarity and sprightliness that in some circles is referred to as "pep" is much to be doubted. Business men—and that means almost everybody—prefer to be talked to in plain, understandable English rather than in polysyllables; that they enjoy being "talked down to" is an hypothesis that should be discarded as untenable on its face. Yet I have seen, and recently, specimens of library "publicity matter" manifestly designed with the idea that it would have an especial appeal to business men, which manifestly had been prepared by someone who thought that he was addressing his intellectual inferiors.

Considerable reliance is placed in four-page leaflets, sent out as enclosures with letters, not only the letters of the librarian but of Indianapolis business men who, having found out for themselves what the business branch of the library has in it for them are glad to help spread the news to their local correspondents. An interesting specimen of this sort of publicity matter has on the first page some pertinent suggestions of the scope of the possible service.

"Have you lost a business address? Telephone the business branch." Of course, this means that there must be a file of directories of all sorts and someone with intelligence enough to find things quickly in them. It is the sort of service business men appreciate very much, and decidedly worth while.

"Is there a map you must see? Try the business branch. Do you need statistics about industry or a city? Ask the business branch. Are you up with the business and trade papers? Spend an hour a week at the business branch. Have you seen the

latest business books? Watch the new book shelf at the business branch."

Attractively displayed and well printed—Mr. Rush believes that the best printing is not too good for the library—these questions on the first page are calculated to impress the idea of service, whether the recipient of the folder reads further in it or not. Enough is said, but not too much; sufficient to leave a permanent impression in the reader's mind that there is a business branch of the Indianapolis library and that it is ready to serve him in a variety of ways; not enough to prevent him from reading it all and gaining that single, clear impression, unmixed with details about when, where and how he can use the library. That information is given, to be sure, but so completely detached from the rest of the reading matter on the folder that it does not confuse the really important message—that the business branch exists and is ready to give service. Too much prominence is frequently given to announcements of the address, telephone number, hours, etc., of libraries or branches. That sort of information is not of the least consequence to anyone until he has first been "sold" on the idea of the library as something of possible value to himself. Once that point is reached, the seeker for information will find out the rest, even though he may have to search thru small type for it.

Inside the folder under consideration Mr. Rush lists the principal business magazines, trade papers and financial journals received at the business branch, with the information that the leading magazines are indexed, that additions are made to the list every week and that others will be added if requested. On the back page is an attractive list of recent business books.

This folder is but one of the manifold ways in which Mr. Rush is constantly bringing home to the business men of Indianapolis facts about the library and its business branch and the service that is there for them to use if they will. Recently he was asked to speak at a business

men's luncheon, about the library. He wanted a special leaflet to distribute among the luncheon guests. There was no time to have one printed, but the library mimeograph produced something that was at once unique and adequate. A single sheet of paper, seven by eight and one-half inches, folded once the long way did the trick. Inside, one page tells of the service of the library's business branch and the opposite page carries a suggestive list of twenty-five business books.

I do not know that this idea is original with Mr. Rush; at any rate, I have never seen the mimeograph used for a similar purpose so effectively. It is possible to imagine so many opportunities to publish limited editions of leaflets, folders, etc., by this means that I am emphasizing the suggestion here. Modern mimeographing machines will give a thousand—the makers claim two thousand—clean-cut copies from a single stencil if expertly handled; a typist with some sense of proportion can make a stencil that will look as well as the general run of job printing; small libraries especially ought to be able to utilize this means of getting out attractive bulletins, book-lists, and other "literature" at low cost.

Mr. Rush stated his creed fully in a circular letter he sent to members of the Indianapolis Advertising Club last autumn, when he was a candidate for the office of vice-president of that organization. "The undersigned candidate," he said—

"Believes in advertising.

Believes in its great power.

Believes in its far greater future.

Believes in teaching wide belief in it.

Believes in using publicity for the Club.

Believes in the power of print to further it.

Believes in placing personal service back of it.

Believes that the Indianapolis Club is ever so many times more powerful than it realizes.

Believes that it will make itself felt as a national power within a year.

Believes likewise in your Public Library and desires to thank you for this little run together."

Circular letters about the Business

Branch Library, to members of the Advertisers Club and to other classes and groups of business men at frequent intervals are among Mr. Rush's effective publicity methods. He has had a special letterhead designed for the Business Branch, very different in every way from the main library's stationery. The Business Branch, in fact, is advertised as something standing alone and not, as is so often the case, mentioned casually or as an afterthought in advertising matter dealing principally with the main library. All Business Branch letters are signed by Miss Ethel Cleland, Business Librarian, with Mr. Rush's name as City Librarian printed at the bottom of the letter sheet.

These are but a few of the ways in which Mr. Rush keeps his Business Branch before business men of Indianapolis. Himself a Rotarian, he circularizes the Rotary Club with bibliographies of books by Rotarians. (A complete list of that sort would be a good thing for any library in a city having a Rotary Club.) Special book-lists for electrical men, merchants of different kinds, manufacturers of numerous commodities and other special groups are issued from time to time.

Mr. Rush was recently appointed Chairman of the Publicity Committee of the A. L. A.

Edison Urges Government Educational Films

"A GREAT film library of educational and industrial subjects should be built up at Washington," says Mr. Edison in the January issue of the *Educational Film Magazine*, "these films could be issued on a rental system to all institutions in the United States. Pictures will inevitably be the sole teaching method because words do not interest young minds. It is only the few who can concentrate on abstract things and it must always be remembered that education is for the many and not for the few. The most technical, the most complex themes, theories and concepts can be taught understandingly on the motion picture screen."

WHY CATALOG?

BY MARY PRESCOTT PARSONS, *Librarian, Morristown Public Library*

SEVERAL librarians happened to meet, one day, and they talked about their work. "Every day," said one of them, "I have to let opportunities pass for really important work because my staff and I have not time enough. We are asked, for instance, to put books into the township schools. We have the books but no time to do the work right. What do you think the trouble is?" "The cataloging," someone answered. "I sometimes wish I had tried to run my library without a catalog, as some of the camp libraries do." "That's because you hate cataloging," said one of the others. "Yes, of course I do, tho I do see the value of some kind of a good, sensible catalog. I don't believe a catalog made by inexperienced assistants can be really useful but I hate to have my first assistant spend most of her time cataloging when I want the public to know her. What I want you people to suggest is, how I can have a good catalog in my library without having any of my assistants make it."

"Is that desirable?" asked one of the others. "I believe," she said, "that assistants learn books by cataloging them." "Yes, they do, but isn't that a bit like burning down your house to roast your pig? If we weren't chained to this clerical work, we could read books and talk about them in staff meetings. We could know them. We could use all our time in doing real work for the public. We could know what is going on in the world. We could know all the activities of our own communities and take part in them, instead of spending so much time in cataloging, which is only one means toward an end."

"There's a lot of truth in that," said someone else. "It's not just that we don't know books as we should. The public don't really know librarians at all. I remember going to a business women's meeting in a city that has a well stocked library. The women's association proposed to make and publish a study on vocations open to women. Such a survey had just been published and the volumes were in the public library. I spoke of this and the chairman

of the meeting said, 'But the trouble is, no one would think of going to the library for them.'"

As the librarians went on with the discussion, they agreed that some plan should be devised to have all the cataloging done for small libraries, that is for libraries of about 8000 to about 75,000 volumes, by some central agency. Books should be ordered thru this agency and should come with book pockets and dating slips pasted in, with the Dewey classification numbers marked on the books, with the book card made and the catalog cards finished, ready for filing. Each library could decide whether it would accession books and put in its own bookplate.

How could all this be done? A number of ways were suggested and discussed. First of all the publishers. Could they be induced to print more or less uniform cards? The consensus of opinion was that this would not work. If publishers did not put classmarks and subject headings on the cards, libraries would be saved no more time than they are now by the L. C. cards. And even if the publishers would attempt this, there would necessarily be so much variation in the work of the different publishing houses that the cards would have to be adapted and the time saving object would be defeated.

If one jobber, like Baker & Taylor, for instance, could receive all the book orders from libraries and would have the books cataloged and prepared by practical catalogers who have had experience in small libraries, the service would be satisfactory to libraries. But could any firm sell service for enough to make it pay?

The H. W. Wilson Company, having so much of the necessary machinery in operation, already could probably do this work more easily and more successfully than any other firm. Mention of the Wilson Company brought up the question of following Mr. Wilson's suggestion to use printed catalogs in small libraries instead of card catalogs. One of the librarians favored this. "Two libraries at least," she said,

"and possibly others, are now using the Children's catalog not only as a buying and reference list, but as their only catalog of the books in the children's department. It is working successfully and saving a great deal of time and money." "But how can you teach children the use of card catalogs?" someone asked. "Why teach them," the answer was, "if we are likely to give up card catalogs?" "Teach them to use the book catalog and that will help them to understand how to use book indexes and the books themselves." "Or," another librarian suggested, "if we decide we must use a card catalog for adult books, we can teach the older children to use that." "Yes, a book catalog," said someone else, "may do very well for children who do not need new books all the time. But what can we do about adult books?" They discussed the question with interest. One of them had started a new library after a fire. She said that if the Standard catalog had been ready she would have bought everything in it, have confined her selection to it and have done no cataloging. This would have saved a year's time which had gone into book selection and the clerical work of preparing and cataloging books. The selection might not have been perfectly adapted to the needs of the particular community but it would have contained no worthless material and it would have made the library useful to the people almost at once, instead of keeping them waiting a year. The librarians agreed that the advantages of this plan would outweigh the disadvantages in case of a new library. But they thought that there must be some way for libraries which have card catalogs to continue them. For a change, after there is a good sized collection, would involve too much work.

So they came back again to the discussion of other agencies which might do the cataloging for all small libraries. They believed that the same agency should handle the book orders and the cataloging. Cards should come to libraries in the books so that there would be no waiting for cards and no time wasted in matching cards to books.

Someone suggested that the work might well be done by a government bureau. The

Bureau of Education, with its growing importance, might be made a Department with a Bureau of Libraries under it. Such a bureau, with financial help from the government, could certainly undertake this work.

It would be a better plan, someone else suggested, to have the cataloging done at the Library of Congress, where so much of it is now being done. A separate staff of catalogers would have to be employed to classify the books by the Dewey system, since practically all small libraries use this, and to assign subject headings suitable for small catalogs, instead of the long, complicated and minutely subdivided headings that are needed in a large reference library, like the Library of Congress. But, except for the change in headings and in classmarks, the L. C. cards could be used as they are. If the Library of Congress could not undertake this work, perhaps a Bureau of Libraries could do it at the Library of Congress or at least could use the copy that is prepared there. Think what a saving this would be over the present way of having each heading typed or written by hand on the cards in each library all over the country!

The idea of a central agency should be carried farther. Not only should the cataloging and the mechanical preparation of books be bought by libraries, ready made, but current information file material and pictures should be bought in the same way. A good "A. L. A. catalog" of clippings and another of pictures could easily be made and kept up to date. In this way the work of collecting and classifying could be done just once, instead of hundreds of times in different libraries. Material could come to libraries clipped and ready for use, with filing headings on it.

In fact, all the clerical work which libraries are now doing, except the filing, the checking and binding of magazines and books and the circulation work could and should be done outside the small libraries. The plan has been successful in case of branch libraries. Why not extend it to all small libraries?

A central agency would probably save money for the subscribing libraries. They could run well with fewer assistants. And

the fewer the assistants, the less of the librarian's time would have to be spent in supervision. There should be a saving, too, in the cost of books and supplies since a central agency would buy in very large quantities.

The financial saving is important. But the real importance of the plan lies in the fact that it would give libraries time to progress.

"Of course, you know," someone said,

"that central agencies for all sorts of things have been proposed before but have never succeeded because not enough libraries would subscribe to make the service possible." Yes, they did know this, but still they would keep on trying. "Let's write to the LIBRARY JOURNAL about it," they said, "and ask librarians to discuss it. In the day of a central league of all nations, a central agency for library technique should not be an impossibility."

WHY THE VILLAGE NEEDS BOTH PUBLIC LIBRARY AND SCHOOL LIBRARY

1. A good public library is needed in the interest of the school library itself. The more the adult population knows from experience of the pleasure and profit provided by a library, the more likely it is to insist that the school shall be adequately provided with books. Then, too, the free library, by providing for the general public, will relieve the school library from this duty and thus enable it to devote all its resources to the peculiar needs of the school.

2. No matter how good the school library is, it can not, in justice to its own specific constituency, adequately serve the general public. The more perfectly its collection, work and organization are adapted to its peculiar purposes, that is, the better it is as a school library, the less can it serve the full function of a public library.

3. The school library has an association in the public mind which almost everywhere acts as a bar to its general use by the public, even where it is open and free to all. For this reason, public libraries in large cities have found it to be the rule that school buildings even where they have the proper equipment, do not make good quarters for branch libraries to serve the general public.

4. Each kind of a public institution will be best developed by a board devoted specifically to that institution. A school board, if it has the zeal and enthusiasm needed for its peculiar duties, will not be likely to have an equal zeal in providing public library service and privileges. A good school board will be, in its thought and interest, "all school"; the library interests of the community should be in the

hands of a board which in a similar way will be "all library."

5. The school library almost never provides for the hours of opening and service in which the convenience and desire of the general public are given first consideration. It may be doubted whether it has any right to do so.

6. The public library is peculiarly fitted to serve as a common and unifying center for all kinds of community interests and activities. It is the natural rallying point for reading and study clubs, improvement societies, dramatic and literary societies and other organizations for civic uplift. The school library rarely if ever is able to fill such a position in the community.

7. Public libraries have shown a remarkable power to enlist the interest and devotion of high-minded and generous people and to draw from such people material gifts and endowments. Last year 160 public libraries in this State received gifts or bequests from private donors, the total amounting to \$2,300,000.

8. A public library distinct from the school library is needed in the interest of the children in the schools. A child who has known and used only the school library is apt, on leaving school, to leave off using the library also; but the child, who while in school has learned the joy of a free and spontaneous use of books at a public library, is likely to continue that use thru life. Thus, even to these for whom the school library is primarily maintained, a public library may well prove of more permanent value than the school library itself.—*New York Libraries.*

THE SPIRIT OF CATALOGING

BY EVELYN MAY BLODGETT, *Head Cataloger and Instructor in Cataloging,
University of Washington Library*

NEARLY everyone who speaks or writes on the subject of cataloging begins with an apology. This I am not going to do. In the first place I do not wish to apologize for the way in which I have spent the several years of my life since graduation from Library School. I like cataloging, and to my mind it needs no excuses. It is a fact that there are more cataloging positions open than any other kind. Library schools are constantly receiving requests for catalogers, and too often there are none to fill them. Wherever there is a library or the thought of a library—whoever else may be desired—there must be someone who can catalog. This is because cataloging is one of the great fundamentals of library work. Any book that comes into the library is dead wood until the cataloger has done her work and done it well—for poor cataloging is nearly as bad as none at all. On her efforts depend practically the efforts of all other departments of the library. In the old days—and perhaps now in some individual cases—the librarian knew every book in his library personally, and catalogers were unknown and unneeded, but those days have nearly passed. Now the only sure key to the greater mass of material in our libraries is the catalog. (I say the greater mass, because I do not wish to minimize the value of the splendid periodical and document indexes, whose benefits we also share.) Now, why is a profession so essential and so vital, continually spoken of with contempt and indifference by many connected with it and with apology even by its members and devotees?

Many would-be candidates are frightened away by the unattractive presentation of the subject by those who have lost the wider vision themselves, and have become slaves to the machinery of the work. What picture comes to your mind's eye at the word cataloger? I warrant you see a severe, anaemic, dull-eyed woman, whose existence is bounded by the four walls of her cataloging-room, whose constant struggle with

a mass of absorbing detail has set her apart and aloof from her fellow-beings, and has made her always a trifle absent-minded. To be sure there are some bright new books in her office—but numbers make for monotony and she can't stop to read them anyway. So you behold an automaton, whose delight is in dots and dashes, whose recreation consists in pounding a rattling typewriter, or in endless games of solitaire with packs of alphabetized cards, and whose excitement lies in the question whether John Jones has one name or six, and whether his book on City schools shall be entered under Education or Public schools, or both! Well, if you know better than this, it still remains true that to the greater number of people a cataloger means just such a person as I have described, and it is also true that there is some reason for it. There are some catalogers who are severe, aloof and absent-minded, but if they are it is their own fault. They have sunk the spirit in the letter of cataloging.

No cataloger worthy of the name is bounded by the four walls of her office. True, the public does not seek her out as its does members of the loan or reference departments. Then the cataloger must seek the public. She must get into connection with it either personally or thru other people. Particularly should she have close relations with the reference department for they will give her the fruits of their experience as to how people are asking for things and how they use the catalog and what helps and what hinders them. She must take a deep and constant interest in all the activities and interests of the community, for by that means she may know what phases of a special book may be most helpful when brought to the attention of the public thru her catalog, and what set of words in a subject heading will show them just what they want, when some other combination might fail completely. To the few brave souls who penetrate to her cataloging-room she should be unfailing in her

courtesy and patience and in her efforts to help them to everything they want (within reason) just when they want it. They will appreciate it and the cataloging department and also the library will have won a good friend. The severe and absent-minded cataloger should mend her ways. Too often her expression says, "I'm very busy, I haven't time to talk to you and you wouldn't understand it, anyway." That cataloger will probably be left in the peace which she wants but shouldn't have. Then there is the consulting expert. The ideal of the cataloger is omniscience and infallibility, but no human being has ever attained this goal and the cataloger is only human. Therefore, it is permissible to call in an expert in the solving of some technical or newly-discovered problem of classification. The expert, if he is a real expert, will acquire a sympathetic understanding and appreciation of the problems of the cataloging department and the library, and having given assistance, he will from that time forth take a more active and intelligent interest in the library.

So much for the personal contact of the cataloger with the outside world. As for the more abstract and spiritual sources of contact, they are absolutely illimitable. All the knowledge of the past, and the present and the germ-thoughts of the future flow in and out of the cataloging-room, and at some period of their career come to rest before the eyes of every cataloger. You have all heard the story of the naïve person who thinks that library work must be very nice because one can read so many books. It draws only a rather contemptuous and weary smile from us now but if there is any place in library work where it is approximately true it is in the cataloging department. The cataloger does not exactly read the books, either, in the sense of the naïve person but in order to classify a book she must know what it is about and she becomes an adept at extracting the central idea and the main line of argument from the mass of the book. Think that this process is repeated constantly on books of every variety of subject, and if the cataloger's memory were not as human as herself what a paragon of information and

interest she would be. Perhaps happily for her fellow-beings her memory is only human, however, but even at that her mind is constantly stimulated by new sources of interest or old ones set forth in new light. At this moment of writing there stands on my shelves, awaiting classification, a row of books quite unselected, having been taken exactly as they came from the unpacking. They include among other subjects advertising and business methods, Chinese history, modern municipal government, the earliest history of Illinois, the psychology of sleep and sleeplessness, the origin of man, mineralogy, poverty, a study of Japanese politics in the original language and a two-volume work on dancing. This versatility is to be met with in all libraries. Even in the smallest general libraries, it is the few books but on diverse subjects that are to be dealt with. In institutional and partially specialized libraries—fiction is practically negligible—but the diversity of all other subjects is intensified while in highly specialized libraries the loss of diversity in the general field is atoned for by the greater variety within the one subject, when dealt with in all its phases, ramifications and connections with other subjects. The moral of all this is that a cataloger should never be bored for there are always new interests, new subjects and new worlds of thought to conquer. One of the most fascinating parts of cataloging is the search for the author's name and identity. This is pure reference work and often leads one on exciting journeys, following after all sorts of possible and impossible clues—and sometimes reveals much interesting information by the way. Then there is always the satisfaction which comes from attacking and successfully solving a difficult problem in cataloging. You will find that familiarity is the greatest foe to fear in cataloging and few of its *bêtes noires* can long withstand it.

I do not want you to infer from what I have just said that cataloging is just all a delightful aeroplane journey over the kingdoms of knowledge spread out attractively below you, or that there is not a substantial foundation of detail and routine which must first be laid, often with much

toil and trouble. But I do wish to emphasize just this fact—that it is the *foundation*. Don't despise dots and dashes, exact spacing, and full form of author's name and all the other detail work which seems so burdensome. They are employed in the interests of uniformity and clearness—they comprise part of the well-oiled, invisible machinery whose finished product is the service of the public. To change my metaphors again, all this mass of detail is your tool, which, when you have gained its perfect mastery, will work and turn and bend to your will, and will build for you the fabric of intelligence and trust, which in turn glorifies the tool and makes it an instrument of good and its mastery an enduring and desirable accomplishment. There is no profession, no activity which does not have its routine. Ask anyone engaged in them or try them yourself, and you will find that all successful enterprises are built on the foundation of routine details constantly and faithfully repeated from day to day. I read a story not long ago of a man who had had some measure of success as manager of a firm dealing in automobile accessories, and was engaged by a larger firm as an expert business manager. He took his place in a large and luxuriously appointed office, especially fitted up for him, and sat down to wait for the big problems to come which he would presently solve to the admiration and envy of all competitors. But somehow the problems didn't come—or else he didn't recognize them when they did come—and after something more than a year of steadily diminishing returns, he was summarily discharged. It was only after many hard knocks and much searching for a job that he finally won another chance in a similar industry. And there the idea came to him to go down into the factory and find out just what went into the making of each screw and bolt and just what processes each went thru before it was turned out a finished product. He ate his lunches with the men and talked their business, he interviewed the salesmen when they came in from their trips, and hunted up the retail dealers who bought from the factory and got their point of view. When he had

thoroughly mastered every last detail, he found that the big problems settled themselves, and that he had won success. I have heard more than one girl say, "No, I can't do cataloging. My mind is too broad to bother with details." Such a girl certainly cannot do cataloging—but I wonder also if she can do anything else very successfully.

The cataloger should have a mind for which no detail is too insignificant or too exacting—but she should also have a soul which is above detail. Only thru the vision of the soul can one glimpse one's place in the whole, make the proper connections with the world outside and realize one's service to the public. This is the spirit of cataloging which animates and fulfills the letter of routine.

NOTICES

THRU the State Department, I have received from the American Consul General at Christiania, Norway, three typewritten copies of the catalog of the library of the late Dr. Ludvig Sylow, sometime Professor of Mathematics in the University of Christiania, with the request that I bring the collection to the attention of institutions of learning in America.

Its chief strength naturally lies in mathematics, tho there is a fair representation of chemistry, physics, meteorology and botany, together with a goodly number of *Festschriften*.

To any librarian interested in examining this catalog, I shall be glad to mail a copy upon request.

M. L. RANEY, Librarian,

*The Johns Hopkins University,
Baltimore, Md.*

A LIMITED number of copies of the *Bibliography on Screw Threads*, by H. E. Haferkorn, Librarian of the Engineer School, U. S. Army, Washington Barracks, D. C., is available for free distribution, and may be had on receipt of 5 cents covering shipping charges, from The H. W. Wilson Co., 954-968 University Ave., New York City.

ECONOMY IN LIBRARY ADMINISTRATION

THE Committee on Library Administration of the American Library Association is sending out the following circular:

To the Librarian:

The records of the A. L. A. Library War Service indicate that the librarians and some library assistants of a number of the libraries represented in the Association have seen service in the camp and hospital libraries. Many short cut methods have been used in these libraries serving our soldiers and sailors. It is believed that in some cases at least such briefer methods have been carried back and adopted into the practice of the home libraries, or have modified the methods formerly in use. The shortage of help in home libraries has likewise in some cases forced the adoption of simplified methods and the elimination of some well established processes considered essential in pre-war days. The Committee on Library Administration considers it highly important to collect, digest, and place before the Association information concerning the adoption in our libraries of such briefer methods and the eliminations effected either under the stress of war conditions or for other reasons within recent years.

Your co-operation is therefore asked to the extent of furnishing the committee with a clear statement of exactly what changes, if any, in your practice the war experience (or other stress) has brought to your library. In order to indicate new practice, former practice should also be designated. Please also send illustrative forms.

For convenience in a comparison of returns to the questionnaire please arrange your replies under the following heads:

1. Book selection
 - ordering
 - accessioning
2. Periodicals ordering
 - checking
 - missing numbers
 - making up sets
3. Classification
 - Shelflisting
 - Cataloging
4. Marking and labelling

- Bookplating
- Pocketing
- Carding
- 5. Binding, materials and methods records
- 6. Withdrawal records
- 7. Circulation
 - Charging systems
 - Overdue notices
 - Messenger work
- 8. Registration
 - Records
 - Guarantors
 - Deposits
 - Street directory
- 9. Reference
 - Pamphlets
 - Clippings
 - Filing
 - Records
- 10. Picture collection
 - clipping
 - mounting
 - filing
 - records
- 11. Reports and statistics
 - Annual
 - Monthly
 - Daily
- 12. Staff
 - Training, Professional
 - Clerical
 - Messengers and pages
 - Building force
- 13. Miscellaneous.—Give points not covered under other heads.

Here might be given suggestions on matters of policy or general principles that can be applied to work in the home libraries as a result of lessons learned in the camps.

Librarians are urged to devote sufficient time to this matter to furnish adequate statements. Please send your replies to the Chairman of the Committee by Apr. 15.

GEORGE F. BOWERMAN, *Chairman*,
C. SEYMOUR THOMPSON,
BEATRICE WINNER.

The Public Library,
Washington, D. C.,
February, 1919.

PRICED LIBRARY BULLETINS

Post Office Department Excludes Them from Second Class Postage

Editor, Library Journal:

I have just had a little experience with the Post Office Department as vexatious as such experiences usually are.

As Chairman of the Committee on Federal and State Relations of the American Library Association, a letter was forwarded to me on the 21st of January from the Secretary of the Association having been sent him by Miss Ruth L. Brown the Secretary of the Vermont Library Commission. Her letter was in part as follows:

"Our right to send the *Quarterly Bulletin* published by this Commission as second class mail matter has recently been questioned, on the ground that our book-lists were advertising matter in the interests of someone other than ourselves. The verdict of the department at Washington sustained that of the local postmaster, and we are told that we cannot publish lists or reviews of books giving publishers and prices, under the second class mailing privilege. Our bulletin is furnished free to those on our mailing list."

Upon receipt of these letters I wrote at once to William H. Lamar, Esq., Solicitor for the Post Office Department, as follows:

"I write you as Chairman of the committee on Federal Relations of the American Library Association. The postmaster at Montpelier, Vermont, has questioned the right of the Vermont Library Commission to have entered as second class matter, their *Quarterly Bulletins*, on the ground that they contain 'advertising matter in the interests of someone other than' the Commission, because reviews of books were printed therein, with the names of publishers and prices. It is respectfully submitted by me, to you, that the name of the publisher of the book is a portion of the title page, and that the whole of the title page of any book, is a suitable and proper part of the method of identification of the book. So much is this the case, that certain books are known by the name of the publisher, rather than by the name of the compiler. The name of the publisher is as much a part of the description of the

book, as is the name of the author. In some cases, the only method of differentiating the book referred to, from another edition of the same work, by the same author (as, for example, in the case of the plays of Shakespeare), is the use of the name of the publisher.

"It is further submitted that, the price of a book is not an advertisement, but is as much a part of the description of the book, as is its size, or its number of pages. It may determine the question as to which edition of the work is wanted. Also, works are printed by the same publisher at different prices, because the pages differ in size, the paper differs in quality, the binding differs in expensiveness, the typography is varied, or the number of copies is limited. Furthermore, for different purposes, readers desire books of different prices. One who wishes a book to be used upon a journey, or one to be cut up for excerpts, naturally wishes an inexpensive book; while, on the other hand, the buyer who intends to secure a standard edition for permanent use in his library, desires a book costing more; and one who wishes a book for presentation purposes, may prefer a still more expensive one. Consequently, the name of the publisher and the price of a book, are portions of the description of the desired work, and are of marked helpfulness to many readers, and intending purchasers of books.

"There is also a practice at the present time, on the part of publishers, to print an edition of a work at a certain price, and after the immediate demand of the market is supplied, at that price, to have another edition issued from the same publishing house, using the same plates, but printing upon cheaper paper, and using a cheaper and less permanent binding; or, of selling the plates to another publisher, who uses them in the same manner, altering only the publisher's name upon the title page. It is, therefore, often of importance, as a matter of description, to state whether a book is in the original edition, as issued by the original publisher, or in a subsequent

cheaper edition, sent forth either by the original publisher, or by another publisher, to whom the plates have been sold.

"In view of these considerations, I request that the ruling of the postmaster at Montpelier be overruled, and that the right of the inclusion of the names of publishers and the prices of books may be authorized in such publications as the *Bulletin* of the Vermont Library Commission."

In answer to this letter, I have just received a reply from the Solicitor which is in part as follows:

"I am enclosing, for your information, copy of a letter from the Third Assistant Postmaster-General, Division of Classification, to the Secretary of the Vermont Free Public Library Commission, dated Feb. 3, 1919, which seems to dispose of the question you raise with respect to the publication of the name of the author or publisher in reviews of books inserted in publications entered as second class matter.

"With respect to the price of the book in reviews of this character, the rulings of the Department have uniformly excluded such data, and I find that the Third Assistant Postmaster-General insists that such rulings are correct, so that nothing more can be done on that phase of the matter."

Yours very truly,

BERNARD C. STEINER.

*Enoch Pratt Free Library,
Baltimore, Feb. 8, 1919.*

Feb. 3, 1919.

Miss Ruth L. Brown,
Secretary, Vermont Free Public Library
Commission,
Montpelier, Vermont.

Madam:

With reference to the matter of reviews of books in the "*Bulletin of the Vermont Library Commission*," your attention is invited to that part of the letter of this office of Jan. 7, 1919, addressed to your postmaster, a copy of which was furnished you, wherein it is stated:

"There will be no objection to the insertion in the publication of reviews or descriptions of books, provided no reference is made to the prices of the books."

The name of the author or publisher may be given in reviews of books inserted in

publications entered as second-class matter under the Act of Aug. 24, 1912, provided, as pointed out in the letter referred to, the reviews are free from any advertising features, that is, features tending to promote the sale of the books reviewed. However, when the price of a book is included in the review thereof, the review is then regarded as constituting an advertisement within the meaning of the law.

The reviews of books in the December, 1918, issue of your publication are so written that if in similar reviews in future issues the prices should be omitted, the reviews would not be regarded as advertisements.

Respectfully,

(Signed) A. M. DOCKERY,
Third Assistant Postmaster-General.

THE PLAIN OF A WORRIED LIBRARIAN

I surely am distracted. What is a man to do?

I have just received a letter from Mrs. Timbuctoo;

She writes to say the reading-room is quite devoid of air,

And really, as a ratepayer, she will not languish there.

But Mr. Fad, who reads "The Times" till nearly half-past one,

Is very much annoyed because the windows are undone,

Against this gross injustice he protests with all his might,

And thinks that he, a ratepayer, should have them closed up tight.

Now there are those who want no air, and side with Mr. Fad,

And say an open window is enough to drive them mad;

But there are many more like Mrs. Timbuctoo,

Who want the windows open; well, what is a man to do?

—From *Library Jokes and Jottings*.

WHEN all that is worldly turns to dross around us, books only retain their steady value.—WASHINGTON IRVING.

THE ANNUAL REPORT OF THE LIBRARIAN OF CONGRESS

IN his annual report for the fiscal year ending June 30, 1918, Dr. Herbert Putnam, the librarian of Congress, has continued the policy of last year in making the summary as brief as possible, limiting it to the minimum requisite for a record of operations.

The depletion of the staff not merely by enrollment for military duty, but by resignations for civilian positions, either in other official establishments or with business concerns has grown more serious in the past twelvemonth. Some idea of the actual losses to the service may be gained from the fact that 226 out of a total force of 415 left during the period from Jan. 1, 1917, to June 30, 1918.

Accessions for the library were somewhat less than those for the previous year—due to a combination of circumstances, all more or less directly traceable to the war. Fewer books were published and copyrighted; fewer gifts received and fewer books purchased. With the increase in the cost of making books both in this country and abroad, and the higher rates for overseas transportation, the purchasing power of the book budget lessened considerably. The net accessions for the year comprised 76,601 books, 2913 maps, 24,888 music (volumes and pieces), 4346 prints—making the total contents of the library 2,614,523 books, 160,090 maps and charts, 822,009 music (volumes and pieces), 402,291 prints.

Among the interesting gifts of the year was that by Mr. Thomas B. Harned of Germantown, Pa., consisting of a large portion of the literary remains of Walt Whitman. The collection includes scrapbooks, pamphlets, periodicals, various editions of Whitman's works and a mass of manuscript and newspaper clippings.

Total appropriations for the library and copyright office for 1918, including both salaries and the care of building and grounds were \$700,050.61, and the expenditures were \$690,431.11. Appropriations for the same purpose in 1919 amount to \$707,925.

In the documents division the total number of volumes and pamphlets dealt with

during the year was 38,218; this number is about 10 per cent less than the year preceding, the decrease being due to a variety of causes growing out of present economic conditions. In addition to the above acquisitions, 901 maps and charts were received by official donation.

Accessions in the law library numbered 3727, making a total of 184,335. In preparation for the development, when normal conditions return, of those parts of the law collection still needing systematic treatment, considerable progress has been made during the year toward completion of the special catalogs by utilizing the printed cards in stock. The binding of the United States Supreme Court records and briefs into volumes has been completed thru volume 103.

It is estimated that the music division contains 765,176 musical compositions, 35,431 items in the literature of music and 21,402 dealing with musical instruction. The total accession to this department during the past fiscal year amounted to 24,888 volumes, pamphlets and pieces.

A falling off is noticeable in the number of periodical titles received, tho the whole number of items received was substantially the same. The periodical division received 6712 current periodicals, including second copies from the copyright office and 563 periodicals deposited by the Smithsonian Institution, as against 7712 periodicals a year ago. The total number of pieces handled in connection with the work of the division reached a total of 107,905. Of the 762 newspapers received 673 are published in the United States and 89 in foreign countries.

The largest single newspaper acquisition of the year was one of a file of the *Baltimore Sun*, 1837-1918, the gift of the publishers. The gift is of double significance, since it brings to the library a long, almost complete file of an important newspaper and is indicative of the importance attached by newspaper publishers to the Library of Congress as a depository for papers.

The increased productivity in the field of Beraic learning is evidenced by the

ever-growing demands made upon the Semitic division for the supply of books and material necessary for the pursuit of these studies.

The total number of volumes cataloged during the year was 89,467, of which 64,129 were new accessions and 25,338 recataloged. Compared with 1916-17 this is a decrease of 16,148 volumes in new accessions and an increase of 310 volumes recataloged. In addition to finishing the recataloging of Scandinavian and Dutch literature, English, American, German and Spanish were taken up. The number of volumes classified was 74,525, and the number shelf-listed was 69,200.

During the year the number of subscribers to the printed cards increased from 2559 to 2634. The cash sale of cards amounted to \$67,616.97. Cards for about 37,000 different titles were added to the stock, the whole number represented being approximately 772,000.

An important publication of the year was the "Check list of literature and other material in the Library of Congress on the European war." This was issued as a basis for further purchases and exchanges.

Official acceptance of the Braille alphabet for the blind in the United States has greatly increased the demand for Braille books. The number of borrowers increased 20 per cent. About 200 Braille books were accessioned and 130 books were added in the other types, with New York point leading. Plans for the rehabilitation of American war-blind include a library of Braille books and the nucleus for this collection was loaned from the Congressional Library shelves.

As was the case last year, the report of the legislature reference service is divided into three parts. The first relates to the work of the service as a whole and gives comparative statistical tables for the past four years showing the general disposition of Congressional inquiries. During the first six months of the fiscal year the number of these inquiries was 60 per cent greater than in the corresponding period of the previous year. The second part deals with legal inquiries for which material was prepared under the direction of

the law librarian; the third part relates to the work carried on under the supervision of the administrative assistant and gives a resumé under subject headings of the more important inquiries involving economic and historical questions.

The report of the copyright office shows receipts from fees amounting to \$106,352.40, while the total expenses for salaries and supplies were \$104,582.80. The registrations for the fiscal year numbered 106,728 and the total number of articles deposited 186,050. During the past twenty-one years since the reorganization of the Copyright Office the articles deposited number 4,024,533 and the total copyright registrations 2,269,707; fees received and applied \$1,866,205.95; expenditure for service \$1,616,424.53; and net receipts above expenses for service \$249,781.42.

"I BELIEVE that the main object of literary culture at the present time ought to be to counteract the dominant tendencies flowing from the money-getting pursuits of the age, and so, without lessening the energy and attention at present devoted to those pursuits, to check the evil consequences apt to result from them, by the cultivation of tastes and habits of thought of an opposite, or rather, perhaps I should say, of a wholly different kind. As the ardent longing after money inclines a man to be self-seeking to an excessive extent, he should, if he would preserve a proper mental balance, devote as much time as he can spare, after the performance of his money-getting labours, to the investigation of subjects which may teach him the worth of his money, and the fact that there are gifts which mere wealth can never purchase, nor mere opulence ever enjoy; that his interests as a human being are not confined to the narrow circle of his own business, but are co-extensive with those of the race to which he belongs; and that such interests are only promoted by a careful adherence to generous principles and the purest rectitude."—JOHN MORLEY.

"NEVER set a man to do what a book or a map can do better or more cheaply."

THE SOVIETS TAKE STOCK OF RUSSIA'S SCHOOLS, LIBRARIES AND MOVIE HOUSES

THE following orders, as reprinted in *The Nation*, are selected from a group of six educational documents published at Petrograd, Mar. 10, 1918, by the People's Commissioner of Education of the Western Provinces. The omitted orders, Nos. 3-5, relate to the budget for 1919 and to routine matters. The private libraries mentioned in No. 2 apparently include only private circulating libraries.

NO. I.

To all primary and secondary educational institutions of the western provinces.

I propose to the administration of all the above-mentioned educational institutions, from the date of the publication of this order, not to discharge students for non-payment of dues. As to those who have already been discharged before this order was published, they must immediately be reinstated.

I propose to all departments of public education in local Soviets of Workmen's, Soldiers', and Peasants' Deputies, to attend strictly to the carrying out of my order. The question of the legal position of students who have not paid their school dues will be explained in the near future.

No special notification will be given to each educational institution, and the present order becomes the law of the land from the date of its publication in the newspaper *Sovietskaya Pravda* [*Soviet Truth*].

NO. II.

Having in mind to afford to the large popular masses access to books, the Commissariat on Public Education will shortly proceed to regulate the library business and its reorganization on new principles. In view of this the Commissioner directs that:

I. All libraries found within the boundaries of the western provinces and front, and belonging to municipalities, public institutions, or organizations of various sorts, or to private persons, are taken over for the benefit of public educational institutions in local Soviets of Workmen's, Soldiers', and Peasants' Deputies, and, in the city of Smolensk, by the local section of public

education of the provincial commissariat.

II. All institutions, organizations, and private persons possessing libraries in the city of Smolensk must, within five days following the date of the publication of this order in the newspaper *Sovietskaya Pravda*, present to the commissariat on public education exact information concerning:

- (1) the location of the libraries belonging to them;
- (2) the number of volumes found in the libraries;
- (3) the contents of the libraries (complete catalogs of the books must be presented; and in case such do not exist, then general information concerning the character of the books collected);
- (4) the periodical publications subscribed to by the libraries;
- (5) the number of subscribers;
- (6) the rules adopted for the use of these books.

Note: This order does not affect persons who have libraries consisting of less than 500 volumes, if these libraries are not intended for public readers.

III. In case reading-rooms are found at those libraries, it is necessary to indicate:

- (1) the list of periodical publications found in the reading-room;
- (2) statistical data, if such are at hand, regarding the reading-room visitors.

IV. Institutions, organizations, and private persons possessing libraries outside the boundaries of the city of Smolensk and of the Government of Smolensk must present the information indicated above, within a week from the date of the publication of this order, in the proper section of local Soviets of Workmen's, Soldiers', and Peasants' Deputies. The latter, upon receipt of the data, must furnish copies of the same to the Commissioner of Public Education of the Western Provinces and Front.

V. Those who fail to comply with this order will be turned over to the military revolutionary tribunal.

NO. VI.

It is the duty of all owners of moving picture houses in the city of Smolensk, from the date of the publication of this or-

der in the newspaper *Sovetskaya Pravda*, to present for approval to the provincial commissariat on public education the programs and librettos of the pictures proposed to be exhibited by them.

It is forbidden to show pictures not approved by the Commissariat.

In those cases in which the Commissariat shall find it necessary the pictures, before being shown to the public, must be shown for examination to persons specially designated by the Commissariat.

Moving-picture enterprises not complying with this order will be at once confiscated.

GRADUATE TRAINING FOR COLLEGE LIBRARY ASSISTANTS

THE following questionnaire has been sent out by the Association of New England College Libraries to its members:

To the Librarian:—

At a meeting of the New England college librarians in the spring of 1918 the undersigned were appointed a committee to consider the question of graduate training for our college library assistants.

The committee would be pleased to have you reply to the following questions and have you add comments that may be pertinent to the investigation.

1. Do you encourage graduate study (leading possibly to a Master's degree) on the part of your assistants?

2. Have you at present assistants that could at their own expense devote part or whole time to such study with a view to broadening themselves and qualifying for more highly paid positions?

3. To what extent is your library willing and able to allow the assistant to take time for graduate study without loss of pay, or to provide the tuition?

4. Is your library in a position to increase the pay of assistants accomplishing such work?

5. Are you in a position to combine with other libraries in employing a cataloger who might be an expert in some special field? Have you at present work that might well be the object of such co-operation? Specify the nature of such work.

6. Does your college at present give any courses peculiarly appropriate to the needs of the general library assistant? Kindly describe these or send to the committee a marked copy of the catalog or descriptive pamphlet which records them.

7. Does your college have facilities for giving a graduate course in theoretical and

practical bibliography and reference work, such course to be decidedly more advanced than those at present given in the one-year library school courses?

8. Arrange the studies mentioned below in order of usefulness, supplying omission:—

(a) Purely technical courses on library economy (*e. g.*, bookbuying, advanced cataloging, binding, accounting, administration, staff management, etc.).

(b) Study of bibliographies and reference books.

(c) Courses on the history of the book, including paleography.

(d) Graduate courses in subjects not specifically bibliographical or professional (*e. g.*, economics, history, literature, etc.).

(e) A piece of bibliographical research in some definite field.

9. Is there a demand for a three or four year graduate course (*i. e.*, beyond the A.B.) planned for candidates for librarianship and leading to a degree or certificate fully the equivalent of the degree of Doctor of Philosophy?

CHARLES J. BARR,

T. FRANKLIN CURRIER, *Chairman*,

JUNE R. DONNELLY,

ROBERT S. FLETCHER,

LOUIS N. WILSON.

Cambridge, Feb. 10, 1919.

WHY NOT?

The following conversation between a customer and an obviously bored and indifferent elevator boy was heard in a New York department store recently:

"Operator, has this store a circulating library?"

"Fifth floor, revolving bookcases," said the operator listlessly as he reached that floor.

CENSORSHIP BOARD LIFTS BAN ON FOREIGN MAGAZINES

THERE are several pleasing announcements to be made the 130 libraries subscribing under the A. L. A. enemy trading license (1727).

1. The Censorship Board agrees to lift the ban against the importation of any part of our orders. So that those who have acted on the Committee's Saratoga Report may expect to receive all their material, so far as our government is concerned. Only newspapers will be held back.

2. Nijhoff's back orders are beginning to come thru, tho it is a matter for regret, and indeed concern, that the State Department has still no report from our Legation at The Hague as to American agents' material accumulated at Rotterdam under British permits.

3. The following cablegram has been received by the Department of State from the American Consul-General at London: "Department's June 24th regarding detention books and publications of enemy origin. Release of such parcels as are non-propaganda will be proceeded with. Lists are being prepared and will be supplied to me by Procurator General showing lots which may be forwarded to destination."

This is the outcome of official representations made on the basis of a conference held between a member of our Committee and the Procurator General's Office.

4. Mr. Nijhoff telegraphs as follows: "Offer supply 1919 forty-five cents delivered free New York; forty cents cash with order."

This presumably means delivery in New York at publisher's price, with carriage charges prepaid, and .45 the conversion factor of marks to guilders, or .40 if cash accompanies order. Doubtless only the fewest number of institutions will have the necessary information as to prices to take advantage of the second alternative.

Kundig in turn repeats the 1918 offer; *viz.*, delivery, carriage free, to the American Legation at Berne, at the publisher's price, with mark converted to franc at the "cours du jour."

Highly favorable terms these are.

5. Herewith are sent Nijhoff's bills for further transportation charges, and ship-

ments twelve (Nov. 1) and thirteen (Nov. 15), which, with the fourteenth, are understood to have just reached New York. As in the case of the ninth, tenth and eleventh shipments these bills can with propriety be settled as they stand, and are of course now due. May I remind the very few delinquents once more that their delay is embarrassing to the Committee?

6. Since at least one journal (*Rheinisches Museum*) which had been announced as dead for the war, reappears in these last bills, institutions plainly acted unwisely if they omitted such titles from their 1919 lists. They had better give me a fresh advice on this point.

7. My proposed second trip to Europe has been indefinitely postponed and probably cancelled by the final decision of the General Director of the A. L. A. Library War Service to visit France himself. There is, of course, every propriety in this, tho it does prevent a personal effort to dislodge shipping in Rotterdam, ascertain the status of German publications and orders, speed Dutch and Swiss deliveries, pave the way to the resumption of normal peace service and get terms fixed on a firm basis.

8. A word as to Kundig's seeming delays. The five institutions whose orders reached me in France have received several shipments. But those who sent in lists based on the Committee's July report have no material yet. The reason is that these orders, being founded on a new policy, had to be submitted with index at one time to the State Department. Most institutions acted slowly, so that the first packet of orders did not get forward till Oct. 17, others following as fast as received. It takes from six to twelve weeks for a letter to reach Geneva or The Hague by the diplomatic channel, while communication between these places and Germany is slow. Finally, the record trip of a shipment from either city to New York has been two months. I have nevertheless cabled a request for speed.

M. L. RANEY, *Secretary,*
A. L. A. Committee on Importations.
The Johns Hopkins University,
Jan. 20, 1919. Baltimore, Md.

THE NATIONAL LIBRARY SERVICE OF THE
DEPARTMENT OF EDUCATION

A bulletin of 20 pages entitled, "Library Service," issued from the office of the Division of Educational Extension of the United States Department of Education, was the first announcement received by librarians of the taking over by Dr. Clayton's bureau of one of the activities that was carried on by the Food Administration during the war.

Miss Edith Guerrier, who had charge of Library Co-operation in the Food Administration, is getting out this new publication. Miss Guerrier writes that the venture is an experiment, and that plans have not yet been fully matured.

With this issue *Food News Notes for Public Libraries* passes to the Division of Educational Extension of the Bureau of Education, Department of the Interior, under a new name—*National Library Service*.

The ending of the active stage of the war alters somewhat the scope of this periodical. There are still war messages of the government to be transmitted to the people thru the libraries, such as the need for the large production and saving of food, the continuance of thrift stamp and Liberty Loan campaigns, and the generous support of the Red Cross and other agencies ministering to our victorious soldiers and sailors at home and abroad. New problems, however, arise with the approach of peace, and to the solution of these also the libraries must lend their aid. The rehabilitation and placement of our returning soldiers; the reclamation of waste lands as a heritage with which to endow them; the furtherance of measures of our Government to prevent the recurrence of the scourge of war; above all, active aid in support of movements to assist our "melting pot" in casting out the slag of alienism and disloyalty, and fusing foreign born and native born in a single, homogeneous, progressive American stock—these are some of the new services for which *National Library Service* bespeaks the active aid and support of the libraries of America.

The Division of Educational Extension has for its purpose the direct service of the public in educational ways, and especially

thru co-operation with State university extension organizations in making more available the educative resources of the Government which are less widely known than they deserve to be. In both undertakings it asks the active aid of the librarians of America, to whom this periodical is addressed.

The main purpose of National Library Service, the bulletin announces, will be to connect libraries more closely with their communities, to the end that individuals may look to their town or city libraries for current as well as historical information, and that librarians may be alive to the needs of the hour and alert to advertise information that will give the background of knowledge necessary to produce intelligent action. "The service," says the bulletin, "will aim to be a clearing house for organizations and departments with a message for the public which can be appropriately delivered by librarians."

Librarians everywhere are requested to send questions and suggestions to the National Library Service, which has headquarters in Room 6008, New Interior Building, Washington.

Among the contents of this first bulletin are an article on "The Library and the Extension Division" by Mary B. Orvis, a very interesting and instructive article on the use of the library bulletin board, and brief articles about current activities of the Department of Agriculture, the American Library Association, the Federal Civil Service Commission, the Department of Commerce, the Food Administration, the Department of the Interior, the Department of Labor, the Committee on Public Information, the American Red Cross, the Treasury Department and the Federal Board of Vocational Education. A list of State University Extension Directors is appended.

The office of the American Historical Association in London is now building up a library specially adapted to the needs of its membership.

AUBURN STATE PRISON LIBRARY

EVERYONE interested in prison reform will be glad to know of the changes made in the last year in the Auburn Prison Library. In October, 1917, the new Chaplain-Librarian, the Rev. Byron Showers, requested the Librarian of the Seymour (Public) Library to help him reorganize at the Prison.

A simple scheme was drawn up—by which the books were classified by the Dewey system, a card shelf-list and copy for a printed finding list prepared, and a charging system installed.

When the books had been overhauled (during which process about one-third of them were necessarily discarded), and the old, dirty covers taken off, the result was surprising even to the workers. An attractive collection of about 5000 volumes is now open to the inmates, and they are allowed to draw out books every day instead of, as formerly, once a week.

The finding list in typewritten form is now accessible to the men, and when the copies now being printed can be distributed, even greater use of the books will probably result. The circulation of books for December, 1918, was nearly 1200, while that of September, 1918, was only 25, and the circulation of books and magazines together for the same month (December) was 3621.

The periodical list is a good one and as there is no Reading Room, the magazines circulate with the books. I may add that, under the old régime, their use was limited to the office staff, and the actual call for books (not counting the volumes distributed arbitrarily) was very small.

Readers of the LIBRARY JOURNAL will realize the dawning of a brighter day in the annals of institutional libraries, when such a decided reform can be carried thru in what was for many years an apparently hopeless field.

ELIZABETH PORTER CLARKE,
Librarian, Seymour Library,
Auburn, N. Y.

THIS THEN!

Apropos of Mr. Compton's article entitled "What Then?" in the February LIBRARY JOURNAL I submit these suggestions as to details in which a permanent New York A. L. A. office could do to save money for our American Libraries:

1. Purchase of new books for all libraries thus being able to obtain larger discounts and save dealers' commissions.
2. Importation of foreign books.
3. Importation of serials.
4. Handling of American serial subscriptions.
5. Exchange of auction bids, insuring lowest prices and saving ten per cent commission.
6. Exchange of duplicates.
7. Search for out of print books.
8. Central cataloging office.
9. Central department for the preparation of the book for the shelf, book pocket, book card, book number, etc.
10. Purchase of library supplies.
11. Publication of A. L. A. literature.
12. Regular A. L. A. office routine, subscriptions, etc.
13. Answering of difficult reference questions.
14. Employment agency.

The Chicago office of the A. L. A. already covers nos. 3 (from Germany), 11, 12 and 14; the New York City A. L. A. Dispatch Office already covers nos. 1, 2, 4, and 9, for camp libraries; the Washington A. L. A. headquarters covers nos. 8, 10, 13 and 14 for camp libraries. Why not continue?

ROBERT W. G. VAIL.

HAVE you ever rightly considered what the mere ability to read means? That it is the key which admits us to the whole world of thought and fancy and imagination, to the company of saint and sage, of the wisest and the wittiest women? That it enables us to see with the keenest eyes, hear with the finest ears, and listen to the sweetest voices of all time. More than that it annihilates time and space for us.—LOWELL.

LIBRARY ORGANIZATIONS

AMERICAN LIBRARY ASSOCIATION

The following are the standing committees for the conference year 1918-1919:

Finance

A. L. Bailey, Wilmington Institute free library, Wilmington, Del.
C. W. Andrews, John Crerar library, Chicago.
H. W. Craver, Library of the Engineering Societies, New York City.

Publishing Board

A. E. Bostwick, Public library, St. Louis, Mo. (Term expires 1921).
Mrs. H. L. Elmendorf, Public library, Buffalo, N. Y. (Term expires 1919).
C. H. Milam, Public library, Birmingham, Ala. (Term expires 1920).
Josephine A. Rathbone, Pratt Institute free library, Brooklyn, N. Y. (Term expires 1920).
M. S. Dudgeon, Wisconsin free library commission, Madison, Wis. (Term expires 1921).

Public Documents

G. S. Godard, State library, Hartford, Conn.
Gratia A. Countryman, Public library, Minneapolis, Minn.
Clarence B. Lester, Free library commission, Madison, Wis.
T. M. Owens, Department of archives and history, Emporia, Kan.
S. H. Rance, Public library, Grand Rapids, Mich.
Adelaide R. Hasse, Public library, New York City.
C. F. D. Belden, Public library, Boston, Mass.
J. P. Robertson, Provincial library, of Manitoba, Winnipeg, Manitoba.

Co-operation with Educational Associations

Willis H. Kerr, Kansas State Normal School library, Emporia, Kan.
W. Dawson Johnston, Public library, St. Paul, Minn.
Effie L. Power, Carnegie library, Pittsburgh, Pa.
Mary E. Hall, Girls' High School library, Brooklyn, N. Y.
C. C. Certain, Cass Technical High School, Detroit, Mich.
Irving R. Bundy, State Normal School library, Kirksville, Mo.
Marie A. Newberry, Public library, New York City.
J. W. Seanson, Committee on Public Information, Washington, D. C.

Library Administration

George F. Bowerman, Public library, Washington, D. C.
C. Seymour Thompson, Public library, Savannah, Ga.
Beatrice Winser, Free public library, Newark, N. J.

Library Training

Andrew Keogh, Yale University library, New Haven, Conn.
Alice S. Tyler, Western Reserve University library school, Cleveland, Ohio.
Chalmers Hadley, Public library, Denver, Colo.
Clara F. Baldwin, Minnesota public library commission, St. Paul, Minn.
G. O. Carpenter, trustee Public library, St. Louis, Mo.
Charles H. Compton, Public library, Seattle, Wash.
Ernestine Rose, Carnegie library school, Pittsburgh, Pa.
Louise B. Krause, H. M. Byllesby and Company, Chicago, Ill.

International Relations

Herbert Putnam, Library of Congress, Washington, D. C.
E. C. Richardson, Princeton University library, Princeton, N. J.
C. H. Gould, McGill University library, Montreal, Canada.

Elisa M. Willard, 864 Francisco St., San Francisco, Calif.
George H. Locke, Public library, Toronto, Canada.
R. R. Bowker, "Library Journal," New York City.
Andrew Keogh, Yale University library, New Haven, Conn.

Bookbuying

M. S. Dudgeon, Wisconsin free library commission, Madison, Wis.
C. B. Roden, Public library, Chicago, Ill.
Anna G. Hubbard, Public library, Cleveland, Ohio.
W. O. Carson, Department of Education, Toronto, Canada.

Bookbinding

Joseph L. Wheeler, Public library, Youngstown, Ohio.
Gertrude Stiles, Public library, Cleveland, Ohio.
Mary E. Wheelock, Public library, St. Louis, Mo.

Federal and State Relations

B. C. Steiner, Enoch Pratt free library, Baltimore, Md.
O. R. H. Thomson, James V. Brown library, Williamsport, Pa.
D. C. Brown, State library, Indianapolis, Ind.
George F. Bowerman, Public library, Washington, D. C.
C. F. D. Belden, Public library, Boston, Mass.
T. M. Owen, Department of archives and history, Montgomery, Ala.
George T. Settle, Free public library, Louisville, Ky.

Travel

F. W. Faxon, 83 Francis St., Boston, Mass.
C. H. Brown, Public library, Brooklyn, N. Y.
J. F. Phelan, Public library, Chicago.

Co-ordination

C. H. Gould, McGill University library, Montreal, Canada.
I. I. Wyer, Jr., N. Y. State library, Albany, N. Y.
N. D. C. Hodges, Public library, Cincinnati, Ohio.
W. C. Lane, Harvard University library, Cambridge, Mass.
Herbert Putnam, Library of Congress, Washington, D. C.
H. C. Wellman, City Library association, Springfield, Mass.
Andrew Keogh, Yale University library, New Haven, Conn.
E. C. Richardson, Princeton University library, Princeton, N. J.

Work with the Blind

Mrs. Emma N. Delfino, Free library, Philadelphia, Pa.
Mrs. Gertrude T. Rider, Library of Congress, Washington, D. C.
Lucille A. Goldthwaite, Public library, New York City.
Mabel R. Gillis, California State library, Sacramento, Calif.
Laura M. Sawyer, Perkins Institution, Watertown, Mass.
Lucy D. Waterman, Carnegie library, Pittsburgh, Pa.
S. C. Swift, Canadian free library for the Blind, Toronto, Canada.

Program

W. W. Bishop, University of Michigan library, Ann Arbor, Mich.
Charles F. D. Belden, Public library, Boston, Mass.
George B. Utley, A. L. A. Executive Office, Chicago.

Mr. Adam Strohm has felt obliged, owing to press of other work, to resign as Chairman of the special A. L. A. Committee on Librarians' Salaries, which committee was appointed by the Executive Board at the Lake Placid meeting last September, and Mr. Everett R. Perry of Los Angeles has been

appointed by Mr. Bishop chairman in his stead. Mr. Strohman will remain a member of the committee, however. The third member is Mrs. Harriet P. Sawyer of the St. Louis Public Library School.

The name of Mr. J. C. Dana was, by clerical error, omitted from the A. L. A. Publicity Committee, as recently printed in our January issue.

DISTRICT OF COLUMBIA LIBRARY ASSOCIATION

The District of Columbia Library Association in its November and January meetings was privileged to listen to speakers on topics to which the busy library worker can devote but a small amount, if any, of his time, but which, to use a much abused word, are important to the cultural side of his work. In November Mr. W. W. Bishop spoke to the Association on "Books and manuscripts of the 15th century." This was really a condensation of three lectures, a survey of the subject rather than a detailed account, illustrated by excellent slides and made the more interesting by the delightfully informal manner in which Mr. Bishop presented it.

In January thru the good offices of our President, Dr. Koch, we were enabled to hear Mr. Joseph Pennell on "Illustrators, past and present." Adolf Menzel, a German, Mr. Pennell told us was the father of modern illustrating. He showed us examples of the fine work done in wood engraving by illustrators from the French, German, Spanish, and English, but chiefly the latter, beginning with the middle of the last century and later specimens of photo-engraving. He impressed upon us the fact that these illustrations were really works of art, that the original drawings and the engravings were executed with care and skill and with a love of the work, and that only work so done could be reproduced so wonderfully in slides. Many of the illustrators were men of whom we do not think in this connection, as Whistler. Most of the illustrations came from quite ordinary papers like *Once a Week*. He made comparisons with the papers of the same character of the present day which, to say the least, were disparaging. Of the American illustrators Mr. Pennell put Howard Pyle and Edward Abbey in the first rank, regretting that the latter had given up illustrating for mural painting. He reproduced some of the charming illustrations made by Abbey for *Harper's Magazine* and which the older members of the audience remembered so well in "Judith Shakespeare" and "She

stoops to conquer." Mr. Pennell showed us also some of the comic illustrations which were really comic and at the same time well drawn. At the end he paid his respects to the present day, illustrating in no uncertain terms the poor drawing and reproduction and particularly he anathemized the colored supplements of the Sunday newspapers and the pictures of inane maidens on the covers of the magazines. How, he asked can a child be expected to have any appreciation of art who is brought up on colored supplements. Mr. Pennell urged the library workers to use their influence against this form of illustration, which besides being poor from the standpoint of art was also vulgar and generally lacking even the really comic element.

ALICE C. ATWOOD, *Secretary*.

ROCHESTER DISTRICT LIBRARY CLUB

The annual meeting of the Rochester District Library Club was held Jan. 31, 1919, at the Municipal and Business Branch of the Rochester Public Library. The following officers were elected for the ensuing year: President, Mr. Glenn B. Ewell, Librarian of the Rochester Theological Seminary; Vice-President, Miss Jessie R. Avery, Librarian of the Lincoln Branch of the Rochester Public Library; Secretary and Treasurer, Miss Ruth Norton, Librarian of the Washington Junior High School of Rochester.

Mr. Southworth of the Rochester Association of Workers for the Blind spoke briefly on obtaining books for the blind.

Miss Dransfield of New York City, the speaker of the evening, gave a very interesting and instructive talk on "The American Drama, its growth and present status." A social hour followed the adjournment of the meeting.

RUTH NORTON, *Secretary-Treasurer*.

We are told on high authority that "The laborer is worthy of his hire."

"ADEQUATE remuneration makes labor sweet."

"It is just as important to see that librarians and assistants receive large enough salaries as it is to see that they do not get too much."

"TWO-THIRDS of the success of a public library depends upon the librarian."

AMONG LIBRARIANS

BAILEY, Loa, Simmons special 1908, is in charge of the office management and files of the Bear River Spruce Company, Portland, Oregon.

BEAL, Helen Marjorie, Carnegie certificate 1913, is librarian of the Oneida Community Library, Kenwood, N. Y.

BENEDICT, Inez, Pratt 1918, children's librarian at the public library of Eveleth, Minn., went to the Missouri State Commission on February first, to take charge of traveling libraries.

BILLINGSLEY, Mary P., B.L.S. Illinois 1908, has resigned from her position as Chief of Documents, Kansas City Public Library, and has been made librarian of the Kansas City Railways Company.

BRODERICK, Florence, Carnegie certificate 1916, is Head of the Extension Department of the Public Library, Denver, Colo.

CHRISTOPHER, Katharine Margaret, Library School of the New York Public Library, 1912-14, has resigned her position as librarian of the Julia Richman High School, New York City, to become librarian in the Office Department of the National Board of the Young Women's Christian Association, New York City.

COLE, Eva Alice, who resigned her position as first assistant in the Columbia University Reference Library in November, is in Los Angeles, Calif., where she is acting at present as special agent for the U. S. Board of Labor Statistics, investigating the cost of living.

COWGILL, Ruth, Pratt 1911, has resigned the position of cataloger in the Chouteau County Free Library, Ft. Benton, Montana, to assume the librarianship of the public library at Boise, Idaho.

COX, Mary, Library School of the New York Public Library, 1912-13, has been appointed librarian of the American Telephone and Telegraph Company, New York City, having been previously serving as acting librarian.

EAMES, Cora B., of the Medford Public Library has been appointed Reference Librarian of the Somerville Public Library.

MARTIN, Helen, Carnegie diploma 1916, will give the lectures on children's literature to the students of this year's class in Western Reserve Library School.

NICKOLEY, Emma R., Illinois 1917-18, has sailed for Beirut, Syria. Mr. Nickoley is a Dean in the American University of Syria, and Mrs. Nickoley will, when the more urgent war relief work is finished, have charge of the University Library.

PIERCE, Marian Marshall, Carnegie special certificate 1915, has resigned her position as children's librarian in the Flint Public Library to become children's librarian in the Public Library of Kalamazoo, Mich.

PLYMPTON, Ruth H., Simmons 1912, is an accession clerk, Order department, Library Association of Portland, Oregon.

RICHARDSON, Louise, Pratt 1913, has been appointed to the position of Branch Librarian, Homewood Branch, Carnegie Library of Pittsburgh.

SHERMAN, Elizabeth, Simmons 1918, has been appointed librarian, School of Education Library, Boston University, Boston, Massachusetts.

WELLS, Elsie K., Simmons 1910, has been appointed reference librarian, Sioux City Public Library, Sioux City, Iowa.

WHITEMAN, Edna, instructor in story telling, Carnegie Library School, Pittsburgh, has been granted leave of absence to conduct the course in children's literature and story telling in the Library School of the Carnegie Library of Atlanta, Georgia.

WILLIAMSON, Julia W., Supervisor of story telling and clubs, The Free Library of Philadelphia, has gone to France as a canteen worker with the Y. M. C. A.

WOODBURY, Edna C., children's librarian at the Central Building of the Somerville Public Library, has resigned to become Head of the Book Department in the department store of Wm. Filene Sons Co., Boston, Mass.

YOUNG, Susanna, Carnegie certificate 1918, has been transferred from the South Side Branch Library to the Central Lending Division of the Carnegie Library of Pittsburgh, as assistant in charge.

IN THE LIBRARY WORLD

New York

New York City. The appropriation in the city budget for the New York Public Library for 1919 is \$72,467 less than that for 1918. This has made unavoidable some readjustment of the schedule of expenditures. The high cost of living necessitated salary increases, particularly in the low paid positions, involving an aggregate increase of \$66,000. In order to make this increase and still bring the expenditures within the budget allowance, the following changes, among others, have become necessary: the Staff has been reduced by fifty-five; the Bond Street Branch was closed December 31; the funds available for books have been reduced by half; third floor reading rooms have been closed wherever possible; seven reading rooms formerly open until 10 p. m. are now closed at 9 p. m.; the Jackson Square and Ottendorfer Branches are no longer open any morning except Saturday; reserve privilege on fiction is discontinued; and the purchase of supplies is curtailed.

Brooklyn. The report of the Brooklyn Public Library for the year 1918 calls attention to the marked effect on circulation of the conditions that were peculiar to that year and which have been showing their influence in so many other annual statistics.

The Brooklyn circulation figures show a 16% decrease of the previous year, and in comment Librarian Hill says in his report:

"This decrease was so large as to require something more than the mere statement that it was due to war conditions. A part of the loss was due, in the first place, to the absence on military duty of thousands of men who had been book borrowers, and to the fact that more thousands of women had become engaged in various forms of war service such as the Red Cross, Motor Corps, Y. W. C. A. and other activities.

"A reduction in the number of books allowed each reader, made necessary by a smaller staff than usual, also had an influence. But the chief reason for the loss in home circulation of nearly 1,000,000 volumes was due to the number of days the library was closed on account of coal shortage and because of the influenza.

"Twenty-seven branches were closed at various times during the winter, for long or short periods, on account of the severity of the weather and the shortage of the coal

supply. The closed period totalled 580 days. By order of the Health Commissioner the on account of the influenza. With such draw-Library was closed for the circulation of books from October 22nd to November 6th backs as have been shown it was not surprising that there should be a decrease in the circulation for the year."

New Jersey

Newark. The exhibit on the Republic of Columbia which has attracted so much attention in the Museum of the Newark Public Library has been removed to the Bush Terminal Building in New York. The government of Peru has tentatively broached the subject of a similar exhibit and the Newark trustees have voted to undertake such an exhibition, provided that the government of the country exploited shall assume the expense of assembling the collection.

Ohio

Youngstown. Moving pictures of great books are being given at the Youngstown, Ohio, library on Saturdays at 2 and 4 o'clock, and on the same evening for adults at 8 o'clock. Among the films that will be shown between now and May are: Adam Bede, Les Misérables, The Deerslayer, Ramona, Lorna Doone, Aladdin, The Tin Soldier, Wamba, the Child of the Jungle; Don Quixote, Treasure Island, Pueblo Legend, Graustark, Enoch Arden, Martin Chuzzlewit, Charm of the Flowers, The Goose with the Golden Eggs.

Alabama

Mobile. A memorial library for war heroes and service men of Mobile County, costing \$150,000, will be erected in Mobile.

Minnesota

Minneapolis. A bill authorizing the city to issue \$1,000,000 in bonds to finance the erection of a new public library in Minneapolis on the site presented to the city by T. B. Walker, has been introduced in the Minnesota Legislature.

Oregon

Portland. But the newest and the latest thing—something that Portland has never had before—is the outdoor reading room. It is not constructed yet, but when the summer months arrive it will be there, a lattice enclosure banked with shrubs and Oregon roses,

a roof at one end, and with reading tables and chairs placed on the graveled earth. Here the story hour will be conducted and straw-woven mats are all in readiness for the children to sit upon as they listen to fairy tales.

FOREIGN

England

Nottingham. As fifty years have elapsed since the Libraries Acts were put into force in this city, arrangements have been made for a public celebration of its jubilee. A well-illustrated brochure has been published giving a succinct account of the development of the extensive library system which has grown up under the fostering care of Mr. J. Potter Briscoe, who became its Principal Librarian in 1868.

Bradford. The Chairman of the Bradford Free Libraries Committee is pressing for the erection of a new library building as the Peace Memorial for Bradford, and points out the urgent necessity for a new library, especially in view of the obvious requirements of technical and commercial libraries. At present the Commercial Library is placed in a hired building—an almost fatal objection unless such a sectional department is rich enough to be practically complete in itself, which feat is of course absolutely impossible under existing conditions.

New Zealand

Christchurch. The Board of Governors of the Commercial and Technical Library has decided to establish such sectional libraries at Christchurch, and have voted a portion of its income for this especial purpose. The

Library is to devote a gallery in its Reference Department where the latest works treating of manufactures and commerce generally will be placed, together with a large selection of trade and technical journals. There will be ample accommodation for readers, and—as in England—promises of support have been received from the scientific and business sections of the community.

Wellington. Announcement is made that the late Mr. A. H. Turnbull, who made a hobby of collecting books and documents bearing on New Zealand, and is believed to have had the finest collection of the kind in existence, has bequeathed it to the King, to constitute a Reference Library for Wellington.

Mr. Turnbull's wonderful library was the finest and largest collection of New Zealand records in the world. It was practically a priceless collection, as there were books, logs, and papers in the collection that were sole originals. For years Mr. Turnbull had been in touch with the leading London and American collectors, who were under instruction to secure anything of the kind on his behalf. His collection of books on early New Zealand was unique, and the portfolios of prints and sketches dealing with the genesis of the colony were remarkable. Pamphlets were another feature, and his ships' logs dating back to the voyages of Captain Cook were of incalculable historical value. . . . The conditions of use are left to the Government, which is asked to take the British Museum and the Mitchell Library at Sydney as a guide.

LIBRARY WORK

Notes of Development in Library Activity

STATE LEGISLATION

How small libraries can help state legislation. By Octavia F. Rogan. *Pub. Libs.*, Jan., 1919. p. 3-5.

As the legislators who vote the appropriations that support forward movements usually endeavor to carry out the demands of their constituencies, it becomes possible for the library to influence legislation by preparing its community to give informed support to important measures. A legislative session will give attention to hundreds of bills, but the small library can put its force behind three or four each year and thus become effective. The budget system, taxation, departmental efficiency and economy are

topics that are to-day to the front in Texas.

Each library must find its own best way to reach its public, thru the newspapers, the schools, the clubs, the bulletin-board, etc., and good material can be had in both book and pamphlet form, the Census Bureau, for example, issues annually "Financial Statistics of States" and "The recent movement for State Budget reform" and other publications issued by the Bureau of Municipal Research and Training School for Public Service will answer some of the ever-present questions relating to the cost of state government, and thus pave the way for substituting for the question: "How much have the taxes been reduced?" that of "Are we getting our

money's worth out of the taxes we are paying"?

TAXATION

Tax for libraries not under public control. *New York Libs.*, Feb., 1918. p. 37-38.

The editor's question box receives the following: A proposition is before the people in this town to levy a tax for the support of a library which, while free to the townspeople, is owned and operated by a private concern. . . It is urged (1) that those who want the library should pay for it and that the burden should not be put on those who do not desire to use it; and (2) that the public should not appropriate money raised from taxation for the benefit of an enterprise managed by a private corporation.

The answers to (1) are:—(a) Good reading is an essential part of any effective system of education. (b) It is to the interest of all taxpayers that the entire public should have good reading: it makes the life of the community more productive, more worth living, it lessens immorality, crime, disease, pauperdom. It makes more productive the teachings and the expenditures of the public schools. (c) The small minority which would alone use the library in a community where each must pay for what he gets, would provide books for itself if there were no library. The aim of bringing enrichment of mind to the many is attained only where there is a public school and a public library.

To the second objection the answers are: (a) The giving of public money to private corporations for services rendered is an universal practice, and is furthermore provided for by two special statutes, one of which is that "a municipality may raise money by tax to pay for library privileges under a contract therefore"; (b) the community owes it to itself, where a free library is maintained for its use, to share the burden of its support,

FILING

Beginning in the January issue a course of lectures on Filing by J. W. Kelsey, who is in charge of the Foreign Filing Department of the National City Bank of New York, is being published in *Filing*.

To obviate the inconvenience of filing the smaller clippings, says *Filing*, the New York York Municipal Reference Library have adopted a pocket card made of stout manila cardboard with the pocket of transparent tissue paper. A number of clippings can thus be filed in such a way as to still be legible.

RAILWAY ECONOMICS LIBRARY

The follow-up system of the Bureau of Railway Economics. By Alfred B. Lindsay. *Special Libraries*, Sept.-Oct., 1918. p. 105-108.

In order to follow up new material on railway economics some two hundred newspapers and periodicals are checked as well as the *A. L. A. Booklists*, the *Cumulative Book Index*, the *Publishers' Weekly*, the book section of the *New York Times*, the *New York Sun*, the *Readers' Guide to Periodical Literature* and the *Engineering Index*. State documents are noted in the monthly catalog issued by the superintendent of documents; current bills introduced and laws passed by federal and state legislatures are reported by the circular letters of the Special Committee on Relations of Railway Operation to Legislation; proceedings of congressional committees are followed thru the *United States Official Bulletin* of the Committee on Public Information; and the *Congressional Record* is read for notes of bills, reports and speeches. Daily papers keep the bureau informed of papers on railway topics read before railway associations, and these are usually obtainable on request from the author. The *American Economic Review* lists in its summer number titles of theses on transportation. The proof-sheets of the Library of Congress catalog cards and the *Catalog of Copyright Entries* often bring to light much material not otherwise noticed. Notes of annual reports are checked weekly in the *Commercial and Financial Chronicle*; the *Public Utilities Reports Annotated* covers current material from the legal standpoint and much matter of importance is to be found in railway journals such as the *Railway Age*, and the *Railway Review*, and in the economic journals such as the *American Economic Review*, *Journal of Political Economy*, *Annals of the American Academy of Political and Social Science*, *American Political Science Review*, *Proceedings of the Academy of Political Science*, *Statist*, *Revue Politique et Parlementaire*, *L'Economiste Français*, *Economic Journal*.

For older items by an author known to be dead a request is made to his family; or, failing the family, a local library or historical society may have duplicate copies. A considerable amount of material comes to light accidentally, a user of the bureau library, for example, happening to know where a certain item may be found; and much historical material has been found thru Miss Hasse's "Index to economic material" in the documents of the various states.

BIBLIOGRAPHICAL NOTES

Beginning with the February number, the Branch Library News of the New York Public Library will be issued quarterly instead of monthly as heretofore.

A valuable help to librarians seeking to advance Americanization is: Teaching American ideals through literature, by Henry Neumann of the Ethical Culture School, New York. It is published by the U. S. Bureau of Education as Bulletin, 1918, No. 32.

Beginning with Vol. XVIII, no. 1, dated January, 1919, the *Journal of Geography*: a magazine devoted to the interests of teachers of geography is taken over by the American Geographical Society.

The decision to include the quarterly list of *New Technical Books* in the *Bulletin* of the New York Public Library has been reversed, and the publication in the original form is continued without interruption.

PAMPHLETS on the "Slovaks of Cleveland," the "Jugoslavs of Cleveland," and the "Magyars of Cleveland," can be secured in any quantity after Mar. 1 from the office of the Cleveland Americanization Committee, 226, City Hall, Cleveland.

Library lessons for high schools prepared by O. S. Rice, Supervisor of School Libraries, Wisconsin, and issued by the State Superintendent, contains outlines of lessons on the use of the school library, intended to serve as help in planning and giving a definite course in reference work.

"Persian textiles: Fifty photographic prints, illustrating thirty-eight original Persian and Paisley shawls, tapestries and borders," published by H. C. Perleburg, 314 Palisade Avenue, Jersey City, has an introduction by John Cotten Dana of the Newark Museum Association.

The office of the American Historical Association in London is now building up a library specially adapted to the needs of its membership.

"Exploring a neighborhood: Our Jewish people from Eastern Europe and the Orient" by Mary Frank, Superintendent of the Extension Division, New York Public Library, is edited with additional notes on Jewish immigrant life by John Foster Carr. It is no. 3 of the series Library Work with the Foreign Born issued by the Immigration Publication Society, 241 Fifth Avenue, New York, from which it may be obtained for 15c, postpaid.

Red and White, published monthly by the Students of Lake View High School, Chicago, devotes a page each issue to Library Notes, which offers suggestions for pleasure reading, gives lists of books on special subjects, and draws attention to the resources of the library with regard to, *e. g.*, maps, cartoons, periodicals. In the Christmas number there is an article by Margaret Ely on Librarianship as a profession.

The Vocational Rehabilitation Series issued by the Federal Board of Vocational Education includes a Series of Opportunity Monographs for disabled soldiers and sailors and marines, to aid them in choosing a vocation. Among those published to date are: The metal trades; Army occupations as preparation for civilian employment; Factory wood-working trades; Forestry pursuits; Automobile maintenance and service; Employment management; and The practice of medicine as a vocation.

Under the editorial direction of John Galsworthy there is now being published in London an interesting magazine devoted to the disabled soldier and sailor. *Reveille* is designed for the home of every citizen: it contains stories, poetry and attractive illustrations, as well as articles of a more informing character. Among the well-known contributors are: Thomas Hardy, John Masefield, G. K. Chesterton, Max Beerbohm, Frank Brangwyn and John Drinkwater. Sandwiched with the forceful articles of such writers are items and articles descriptive of English efforts to help the disabled to physical and occupational re-establishments. Copies may be obtained for 65 cents, from His Majesty's Stationery Office, London.

The Guaranty Trust Company of New York publishes from time to time booklets and pamphlets containing reliable information on subjects of general business and financial interest. These will be sent free on request. Among recent publications are: Self determination for business, and Banking evolution, by President Charles H. Sabin; Mobilizing for peace, Vice-President Francis H. Sisson; The coming industrial expansion of the world; Banking institutions to finance our future abroad; The industrial development of India; The awakening of a great nation: Trade, industries and resources of Central and Northern China and Manchuria; Export trade combinations under the Webb law; Bank and public holidays thruout the world: A calendar for 1919.

The *Canadian Bookman*, published by the Garden City Press, Sainte Anne de Bellevue, Quebec, is designed and pledged to serve the interests of the author, the publisher, the library and the public; to examine the causes of the Canadian lack of "Bookishness" and to aid in combating them. In no. 1, Jan., 1919, twelve leaders of Canadian business, education, religion, government, literature and public life contribute to a symposium on the Need of more bookishness in Canada; there are literary and critical articles on many phases of book making and using; Miss Mary J. L. Black, librarian of Fort William (Ont.) Public Library writes on Twentieth Century Librarianship, there are Library Notes, a couple of short bibliographies, and The Revery of a bookish librarian from the pen of George H. Locke, Librarian of the Toronto (Ont.) public library.

RECENT BIBLIOGRAPHIES

FOR SPECIAL CLASSES

CHILDREN

A list of books for boys and girls. *Bulletin of the Haverhill (Mass.) Public Library*. Jan., 1919. p. 74-80.

SUNDAY SCHOOL TEACHERS

Sunday school teachers' reference library: a list of books recommended by the Superintendent of the International Sunday School Association. Malden (Mass.) Public Lib. 1918. 19 p. D.

SUBJECT BIBLIOGRAPHIES

ABILITY TESTS

Mitchell, David, and G. J. Ruger, comp. Bureau of Education experiments. Psychological tests revised and classified bibliography. Oct., 1918. 116 p. 50 c. O. 16, W. 8th St., New York.

AGRICULTURE

U. S. State Relations Service. Office of agricultural instruction. Texts and references for secondary schools [on agricultural subjects]. 1918. 23 typew. p.

Recent Publications on Agricultural Subjects. *Canadian Bookman*, Jan., 1919. v. 1, p. 79.

AGRICULTURAL CREDIT

Library of Congress. List of recent references on agricultural credit. Sept., 1918. 8 typew. p. 40 c. (Obtained only thru P. A. I. S.)

ALSACE-LORRAINE

[A list of references on Alsace-Lorraine.] Carnegie Library of Pittsburgh. *Monthly Bulletin*, Dec., 1918. p. 561-566.

AMERICANIZATION

Americanization: Books, periodicals and guides. Free Public Library, New Bedford (Mass.). *Monthly Bulletin*, Dec., 1918. p. 366-367.

AUTOMOBILE INDUSTRY AND TRADE

U. S. Bur. of Forestry and Domestic Commerce. Latin-America Division. List of titles referring to the automobile. 1918. 4 min. p.

BANKS AND BANKING—FEDERAL RESERVE SYSTEM

Library of Congress. Brief list of references on the Federal Reserve Banking System. 1918. 4 typew. p. 30 c. (Obtained only thru P. A. I. S.)

BUSINESS

Dana, J. C., comp. White list of business books. *Nation's Business*, Sept.-Oct., 1918. p. 24; 34.

Business books: an index to recent books and articles in magazines in the St. Paul (Minn.) Public Library. No. 27. Dec., 1918. 4 p.

BUSINESS CORRESPONDENCE

Better letters conference bibliography on better letters. *Postage*, Jan., 1919. p. 7.

CHEMISTRY

Greenman, E. D., comp. Better books on chemistry. *Special Libs.*, Dec., 1918. p. 222.

CHILDREN

More "Children's Year" books. *Bulletin of the Brooklyn Public Library*, Feb., 1918. p. 81-83.

CHILDREN—PROTECTION

References to studies and reports on conditions affecting children in Missouri. In: Missouri. Children's Code Commission. Report. 1918. p. 199-204.

CHILDREN

Slingerland, William Henry. Child-placing in families: a manual for students and social workers. 22 p. bibl. O. New York: Russell Sage Foundation. \$2 n.

CHILE—TRADE CONDITIONS

U. S. Bur. of Foreign and Domestic Commerce. Latin-America division. Trade conditions, Chile. 3 min. p. Nov., 1918.

CITIZENSHIP. See PATRIOTISM AND CITIZENSHIP

CONSCIENTIOUS OBJECTORS

References on conscientious objectors. In: National Civic Liberties Bureau. Facts upon conscientious objectors in the U. S. June, 1918. p. 31-32.

COTTON

Cotton. In: U. S. Superintendent of Documents. Plants. 1918. (Price list 44, 10th ed.)

COST OF LIVING

Estey, Helen G. Cost of living in the United States. *Special Libraries*, Nov.-Dec., 1918.

DAIRY INDUSTRY AND TRADES

U. S. Bur. of Foreign and Domestic Commerce. Latin-America Division. List of titles referring to the dairy industry in Latin America. 3 min. p. June, 1918.

DRUGS

U. S. Bur. of Foreign and Domestic Commerce. Latin-America Division. List of titles referring to drugs and chemicals in Latin America. 1918. 4 min. p.

ECONOMICS

Kieckhofer, William Henry. An outline of the elements of economics. 2. rev. ed. bibl. O. Madison, Wis., Univ. of Wisconsin. (Not for sale.)

EUROPEAN WAR

A few recent additions in French literature dealing with the war. *Rosenberg Library Bulletin*, Nov., 1918. p. 318-319.

Meyer, H. H. B., comp. Government documents relating to the war. *A. L. A. Bulletin*, Sept., 1918. p. 202-210.

Select list of authorities suitable for private collections and small public libraries. In: National Security League. *Handbook of the War*. . . 1918. p. 20-27.

See also RECONSTRUCTION

EUROPEAN WAR—AFTER-WAR PROBLEMS

Some problems of the Peace Conference: A few select references. Worcester (Mass.) Free Public Library. 6 p. D.

EUROPEAN WAR AND EDUCATION

Education as affected by the war. [A selected list of recent literature.] Carnegie Library of Pittsburgh. *Monthly Bulletin*, Jan., 1919. p. 6-12.

FEEBLEMINDED

Crafts, L. W., comp. Bibliography of feeble-mindedness in its social aspects. Minnesota: School for Feeble-minded and Colony for Epileptics, 1917. 73 p.

FIRE PROTECTION

National Fire Protection Association. Publications on . . . fire prevention and fire protection, available in the files, and index to subjects covered in the printed records. 1918. 83 p. \$7 Milk St., Boston. (Distributed only to members.)

FREEDOM OF THE SEAS

Freedom of the seas: selected references to recent books and magazines in the Public Library of the City of Boston. Boston: The Public Library Trustees, 1919. 12 p. (Brief reading lists, no. 6.)

GOVERNMENT, AMERICAN

Hart, Albert Bushnell. Actual government as applied under American conditions. 4. rev. ed. Longmans. 27 p. bibl. O. \$2.50 n. (American Citizen ser.)

HARDWARE

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List of books relating to housing in the Public Library of the City of Boston. Boston Public Library. 1918. 22 p.

INDUSTRIAL RESEARCH

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LAWS

U. S. Superintendent of Documents. Laws, federal and state, opinions of attorney-general, decisions of court: list of publications relating to these subjects. 1918. (Price list, 10th ed.) 23 p.

LEAGUE OF NATIONS

The league of nations. Trenton (N. J.) Free Public Library. 3 p. S.

Reading list of the league of nations. Los Angeles Public Library *Monthly Bulletin*, Jan. p. 50-51.

League of nations. Grand Rapids P. L. *Bulletin*, Dec., 1918. p. 147-148.

List of books on the "league of nations" idea. *Outlook*, Jan. 15. p. 105.

A list of books, pamphlets and magazine articles on A league of nations. Cambridge (Mass.) Public Library. Jan., 1919. 2 p.

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Stuart, G. H., comp. Selected bibliography for a league of nations. Wisconsin Library *Bulletin*, Jan., 1919. p. 32-34.

LINCOLN, ABRAHAM

Wright-Davis, Mary, comp. The book of Lincoln. New York: Doran. 12 p. bibl. O. \$2.50 n.

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Cambridge history of American literature. In 3 v. v. 2. Putnam. 1918. 228 p. bibl. O. \$3.50 n.

MACHINERY INDUSTRY

U. S. Bur. of Foreign and Domestic Commerce. Latin-America Division. List of selected titles referring to the machinery trade in Latin-America. 1918. 5 mim. p.

MENTAL HYGIENE

Brown, M. W., comp. Current bibliography [on mental hygiene]. Quarterly Magazine of the National Committee for Mental Hygiene, Oct., 1918. p. 676-679.

METRIC SYSTEM

Books for metric students. *Value World*, Jan., 1919. p. 23.

MILITARY LEGISLATION

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LEAGUE OF NATIONS

League Bulletin published weekly by the League to Enforce Peace contains a section devoted to the latest books and magazine articles on the subject of a league of nations. 130 W. 42d St., N. Y.

MINNESOTA—GEOLOGY

Harder, Edmund C., and H. W. Johnston. Preliminary report on the geology of each central Minnesota including the Cuyuna iron-ore district. 5½ p. bibl. O. (Minnesota. Geological Survey. Bulletin.)

NATURE STUDY

Mosely, Edwin Lincoln. Trees, stars and buds: a book of outdoor science. bibl. D. Yonkers, N. Y.: World Book Co. \$1.40. (New-world science ser.)

PATRIOTISM

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Abel, Clara, comp. List of books on patriotism and citizenship [for children]. *Illinois Libraries*, Jan., 1919. p. 11-12.

PENSIONS, MILITARY

Bibliographical note [on military pensions]. In: Carnegie Endowment for International Peace. Division of Economics and History. *Federal military pensions in the United States*. 1918. p. 296-298.

PETROLEUM INDUSTRY

U. S. Bur. of Foreign and Domestic Commerce. Latin-America Div. List of selected titles referring to the petroleum industry in Latin-America. 1918. 12 mim. p.

PLANTS

U. S. Superintendent of Documents. Plants: culture of fruits, vegetables, grain, grasses and seeds. 1918. 44p. O. (Price list 44, 10th ed.)

PROHIBITION

Latest and best books on the world movement against alcohol. *Intercol. Statesman*, Dec., 1918. p. 48.

PORTS

Library of Congress. List of recent references on ports and harbors. 1918. 13 typew. p. 65 c. (Obtained only thru P. A. I. S.)

Supplementary to American Association of Port Authorities. Selected bibliography, 1916.

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Library of Congress. List of references on the potash industry. Sept., 1918. 13 typew. p. 65 c. (Obtained only thru P. A. I. S.)

PRISON CAMPS

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PUBLIC AFFAIRS

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RECONSTRUCTION

List of references on reconstruction [to be found in the Indiana State Library]. 17 p. S. (Reference Circular no. 5.)

Literature of reconstruction, American, British, and French. N. Y. P. L. *Municipal Reference Library Notes*, Nov. 13, 1918. p. 94-100.

The war and after: A selected list . . . *The Open Shelf*, Cleveland Public Library, Nov., 1918, p. 90-106.

Includes: War books of literary merit. Twenty of the best war books.

Thompson, L. A., comp. Reconstruction: a preliminary bibliography. U. S. Dept. of Labor Library. 1918. 57 min. p.

Problems of peace, racial and territorial. Selected references to recent books and magazines in the Public Library of the City of Boston. Boston: Public Library Trustees, 1919. 36 p. S. (Brief reading lists, no. 8.)

RED CROSS

List of suggested reading for use by the junior membership of the American Red Cross. Boston: Public Library Trustees, 1919. 13 p. S.

RELIEF WORK

Library of Congress. Bibliography of the American field service in France. Aug., 1918. 5 typew. p. 25 c. (Obtained only thru P. A. I. S.)

ROOSEVELT, THEODORE

Theodore Roosevelt: his writings and his life. Chicago Public Library. *Book Bulletin*, Jan. 1919. p. 3-4.

SCREW THREADS

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Hyde, Dorsey W., jr., comp. Literature of sex instruction. New York City. Dept. of Health. *Weekly Bulletin*, Nov. 2, 1918. p. 345-347.

SILK INDUSTRY

Library of Congress. Select list of references on the silk industry. 1918. 11 typew. p. 55 c. (Obtained only thru P. A. I. S.)

SLAVS

Kerner, Robert Joseph. Slavic Europe: a selected bibliography in the Western European languages. Harvard Univ. Press. 402 p. O. \$3.50 n. (Harvard bibliographies.)

SOCIAL SERVICE

Johnson, F. E., comp. Bibliography on Social Service. Federal Council of the Church of Christ in America. Committee on the church and social service. 105 E. 22d St., N. Y. 1918. 40 p.

SOCIOLOGY

Wilkinson, Hazel. Social thought in American fiction, 1910-1917. 7 p. bibl. O. 25 c. (Los Angeles, Cal.: Univ. of Southern California. Sociological monograph, no. 10.)

SOLDIERS AND SAILORS—REHABILITATION

Library of Congress. List of references on the settlement of soldiers and sailors on the land. 1918. 5 typew. p. 25 c. (Obtained only thru P. A. I. S.)

Recent books and articles on the re-education . . . of soldiers and sailors after the war. [Boston] *City Record*, Dec. 7, 1918.

SUGAR-BEET

Harris, Franklin Stewart. The sugar-beet in America. Macmillan. 16 p. bibl. D. \$2.25 n. (Rural science ser.)

TOBACCO

Tobacco. In: U. S. Superintendent of Documents. Plants. Oct., 1918. p. 39-40. (Price list 44, 10th ed.)

VIRGINIA—HISTORY

Flippin, Percy Scott. The royal government in Virginia, 1624-1775. Longmans. 16 p. bibl. O. \$3.

VOCATIONAL EDUCATION

Vocational education and re-education. *Monthly Bulletin of the Library of District of Columbia*. Feb. p. 189-90.

WHEAT

Wheat. In: U. S. Superintendent of Documents. Plants. Oct., 1918. p. 41-43. (Price list 44, 10th ed.)

OPEN ROUND TABLE

LETTERING OF BOOKS

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With regard to the lengthwise lettering of books, which seems now to be interesting some librarians, I believe that the consideration that should govern is the readability of the title as the book lies flat on a table or elsewhere. This means that the title should be printed from top to bottom. With regard to its readability on the shelf, it seems to me that this is dependent very largely on personal habit and that one method is as easily readable as the other.

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F. K. WALTER.

LIBRARY CALENDAR

March 27. District literary meeting at the Public Library, Newton, Kansas. All Kansas librarians and trustees invited.

ERRATA

In LIBRARY JOURNAL, January, 1919, page 29, line 7 from the bottom, for *Bodleian Library, Oxford* read *Friends' Reference Library, Devonshire House, London*; line 9 from the bottom for type-written read manuscript. Line 16 from bottom for 1862 read 1662.

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	PAGE		PAGE
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Chivers Book Binding Co.	6	Borden Book Stock	5
Gaylord Bros.	4	Library Bureau	1
Johnston (Wm. G.) & Co.	14	Snead & Co.	<i>Insert 2 pages</i>
National Library Binding Co.	2	Brokers (Custom House):	
Publishers' Weekly	3	Tice & Lynch	9
Rademaekers (W. H.) & Son	11	Inks:	
Ruzicka	14	Higgins (Charles M.) & Co.	15
Wagenvoord & Co.	9	Librarians' Agency:	
Booksellers:		American Librarians Agc.	9
Baker & Taylor Co.	15	Library Supplies:	
Baker's Great Bookshop	9	Classified Directory of	10, 11
Barnes & Noble	9	Democrat Printing Co.	6
Bonnier (Albert) Publishing House... ..	9	Publishers:	
Booksellers Who Issue Catalogs	11	Bowker (R. R.) Co.	11, 12, 13
McClurg (A. C.) & Co.	16	Schools:	
Putnam's (G. P.) Sons	14	American Library Ass'n Pub. Board..	7
Quaritch Bernard	16	New York School of Filing	6
"Rising Japan" Dr. Sunderland.....	13	Typewriters:	
Schulte's Book Store	9	Hammond Typewriter Co.	3
Scribner's (Charles) Sons	4		
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